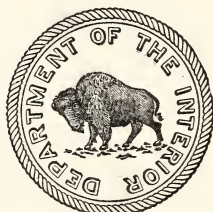


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# BETTER ENGLISH FIFTH YEAR

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GIVING A RADIO PROGRAM



# BETTER ENGLISH

## FIFTH YEAR

BY

HARRY JEWETT JESCHKE, M. A., L. H. D.

AUTHOR OF "BEGINNERS' BOOK IN LANGUAGE"  
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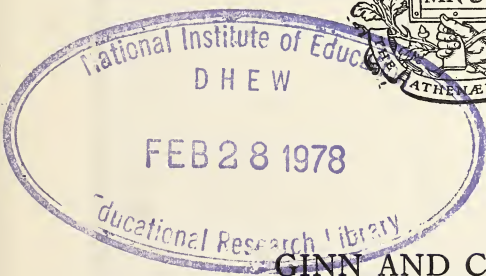
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## PREFACE

What shall we do to interest pupils in the quality of their English? How shall we help them to speak more correctly, more effectively, more agreeably, and to write with due regard for the essentials of good form? These are the difficult questions of motivation and procedure which this new book for the fifth year aims to answer.

The answer here given is apparently the usual program of lessons, exercises, drills, games, and projects in oral and written English. To be sure, a number of innovations quickly catch the reader's attention. (1) It is noticed that the year is made responsible for certain definite steps of measurable progress in each separate phase of language study. (2) Tests and reviews abound. (3) Provision is made for individual differences in pupil ability and achievement. (4) The results of every research in the subject, even to the choice of the poems, are incorporated in the text. (5) The letters required of pupils are, by a novel device, the outgrowth of genuine situations; and (6) without departure from the reality or sincerity of those school-room situations, the speech needs of the world beyond the school are met by training in courtesy, in telephoning, in giving directions, and other practical speech activities. It is evident also that (7) the

pronunciation of words often mispronounced, (8) the spelling of homonyms, and (9) the grammar of the sentence are taught with a new and distinctive presentation. Moreover, while (10) the extensive employment of factual material for pupil compositions is noticeable, it is equally clear that the young speaker and writer is by no means held to this. The book recognizes that the pupil's personal experience consists not merely of actual events in his life but also of his mental adventures. Let him go to both for his subject matter.

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication.

No mere added amount of talking constitutes a language lesson. Until the language lesson is understood to be distinctively a lesson in *craftsmanship*, it will contribute little or nothing to the improvement of the pupil's speaking or writing.

If language is to be taught as a craft or an art, practice must be applied on the one hand to helping the pupil overcome undesirable speech habits and on the other hand to helping him build a speech technique; that is, practice must be both corrective and constructive.



In this book we may cite as an illustration of an unusual kind of corrective practice the drills in correct usage, which combine choice and repetition in one exercise. By this device, repetition is made alert because it constantly has to choose, and choice becomes habit-forming because it constantly has to be made again.

The constructive practice is illustrated in the way in which the stories are to be retold. The retelling is to be done not for its own sake but for the sake of making specific improvements, each the object of definite endeavor.

Thus the pupil slowly but steadily builds his speech technique. This, in the present book, includes the technique of preparation, to be acquired by means of the learn-to-study exercises, which combine directed study and silent reading.

The generous Appendix following the lessons supplies additional optional material of great variety in order that the book may not fail to do complete justice to pupil differences. The Teachers' Manual is designed to play the part of unofficial adviser to busy teachers, offering suggestions for the conduct of each lesson.

THE AUTHORS

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# BETTER ENGLISH

## FIFTH YEAR

### 1. *Test: How Well Can You Speak and Write?*

#### *A Question-and-Answer Game*

It was the first day of school, and the pupils were playing a game. To begin the game each pupil wrote a letter like the following. As you see, it contains a question.

54 Druid Hills

Atlanta, Georgia

September 12, 1930

Dear Classmate:

I have a question for you. How can I explain to my little brother that the earth is round? He says it looks flat, and so it does. How can I explain?

Yours expectantly,  
Oliver Jones

When these letters had been folded and placed in a box or basket, each pupil drew one out. It was fun to see who had written the letter one drew and what

his question was. The next thing was to answer that question. This was not always easy.

The pupil who drew the letter on page 1 spoke as follows after he had had a few minutes to think about his question.

I have just received a letter asking me this question: How can I explain to my little brother that the earth is round?

This is my answer. Tell your little brother that people have often traveled around the earth. Tell him to imagine a traveler starting from California and going west, always west. What happens? From California he goes to Asia, from Asia his westward journey takes him to Europe, from Europe he travels to New York, and from New York to California. Going steadily west has brought him back to California. He has journeyed around the earth. Therefore, it must be round.

The speaker's classmates listened attentively as he answered the question he had received. When he had finished, they told him what they thought of his answer. Besides, they talked about his way of speaking, praised the good points, and in a polite and friendly spirit told him his faults.

After that other pupils answered their questions. Then the letters were discussed. So each pupil learned

some useful facts about his own speaking and writing. You see, the game was really a test.

**Game.** Play the game as it is described above. Begin by writing a letter that asks a question.

### *Tests for Speakers and Writers*

As you listen to each speaker, there are many little test questions that flit through your mind. One is: Is he speaking loud enough? Another is: Is he using too many *and*'s? There are others equally important. You will find them stated as rules on pages 140-142. There also are given the rules that test a pupil's writing.

Will you write in a notebook the things that you yourself ought particularly to try to do better during the coming school year?

## **2. Beginning with a Promising Sentence**

The beginning sentence of a talk, story, or letter should be a promising sentence. That is, it should promise something interesting to follow. It should make the hearer or reader want to know more about the subject mentioned.

**Exercise.** Which of the following beginning sentences do you call promising for talks, stories, or letters? Which ones fail to arouse your interest?

1. Slowly the elephant came nearer, his trunk in the air, his gleaming little eyes on the lion.

2. I lifted the board cautiously and under it saw just what I had expected to find there.

3. When I met Fred in the schoolroom, I could not understand his queer smile.

4. When I reached the ticket window, I discovered that I had forgotten my money.

5. I went to the library in the afternoon and took out a book.

6. As I approached the door of my friend's house, a large dog arose from the porch floor and walked toward me.

7. Somehow I expected something to happen as I went to the mail box yesterday morning.

8. What do you think I saw on my way to school one day last week?

9. I have a pretty cat at home whose name is Jill.

10. Sometimes my brother and I go to the country to visit our grandmother and our grandfather.

11. The mail carrier brought me a very pleasant surprise packed in a small paper box.

**S  
T  
U  
D  
Y** † Have you learned to study? Can you work alone and prepare yourself for a talk? This is something that every speaker and writer must learn to do. Prepare for the speaking to follow by silently reading and answering these questions:

1. What interesting thing has happened to you lately, or to someone you know, about which you would like to tell the class?

† Each **STUDY** may be used as a class exercise until pupils have learned to study alone. See Teachers' Manual.

2. Have you in the last few days done some of the following unusual things about which you would like to tell your classmates?

Going to a party  
 Making fudge  
 Starting a stamp collection  
 Helping a blind man cross a busy street  
 Making a pair of stilts  
 Having your hair cut  
 Trying on a new dress  
 Beating a good player at tennis  
 Having a tooth filled  
 Going to the museum  
 Losing a library book  
 Burning your finger  
 Getting up too late to be on time for the opening of school  
 Making a bright remark at table at which everybody laughed  
 Dreaming a comical dream

3. With what interesting sentence will you begin your talk?

**Speaking.** Tell the class your interesting experience. Do not make a long story of it. A few interesting sentences will do, if they are spoken well and if the first one is a promising sentence.

P  
R  
A  
C  
T  
I  
C  
E

--- Your classmates will listen to your talk both to hear what it is that you did or what happened to you and to see whether your talk begins with a promising sentence. If they say that you might have begun with a better sentence, try to make one.  
---



### 3. Studying Sentences

Do you know the difference between a sentence and a group of words that is not a sentence?

The following groups of words are not sentences :

1. The pilot of the huge airplane.
2. A pair of pretty red slippers.
3. Had lost his cap.

They are not sentences because they do not finish telling anything. It does not make sense to say "The pilot of the huge airplane," and nothing more. That group of words is unfinished. It does not express a complete thought. Notice that the following groups of words are different from those above. Each of these is finished as it stands. Each tells something, makes sense, expresses a complete thought. Each is a sentence.

1. The pilot of the huge airplane smiled at the crowd.
2. A pair of pretty red slippers stood under Mary's bed.
3. The unfortunate boy had lost his cap.

**Exercise.** 1. Tell whether each of the following numbered groups of words is a sentence or not :

1. My uncle William.
2. Stood in front of the store window.
3. That little boy from the country.
4. The falling leaves.
5. The falling leaves covered the ground.
6. That little boy from the country studies hard.

7. Was always teasing me.
8. Had never seen a balloon.
9. A number of clean-looking children with books under their arms.
10. A number of clean-looking children went to school.
11. Always talked about beautiful California.
12. Everybody in the room.
13. I saw two playful kittens in the kitchen.
14. Spilled the milk on the tablecloth.
15. Was slowly walking past our house.
16. Several strangers were laughing over the joke.
17. Were arguing with each other.
18. The talkative street-car conductor.
19. Did the talkative conductor collect your fare?
20. A very bright star.

2. Change to sentences those numbered groups above that are not sentences. As you do so, try to make sentences that are interesting.

A sentence is a group of words that expresses a complete thought.

Notice how the following sentences are written. Each begins with a capital letter, but not every one ends with a period.

1. The girls were playing tag.
2. Have you studied your lesson?
3. Who is that man?
4. That man is my uncle.

**Writing.** Return to the twenty numbered groups of words that you have been studying. Find five that are sentences. Copy these, remembering about the capital letter at the beginning of each and the mark at the end. Several pupils may write on the board.

**Correction.** The class will look for mistakes in the sentences on the board. After these have been corrected, examine your own sentences and correct your mistakes. Then exchange papers with a classmate and read his sentences while he reads yours, in order that all mistakes may be found.

Every sentence should begin with a capital letter.

A sentence that makes a statement should end with a period.

A sentence that asks a question should end with a question mark.

#### ***4. Test and Review : Correct Usage***

You have been trying for a number of years to get rid of certain errors of speech. The test below will show how well you have succeeded.

**Test.** As you read the following sentences to yourself, select the correct words. Write them on a sheet of paper on which you have first written the numbers 1 to 33. Opposite your number 1 write the correct word from parenthesis number 1, and so on to the end

1. I (saw <sup>1</sup> seen) who (done <sup>2</sup> did) it. It was (him <sup>3</sup> he).
2. He (done <sup>4</sup> did) it (well <sup>5</sup> good).
3. (Them <sup>6</sup> Those) are the things she (doesn't <sup>7</sup> don't) do (good <sup>8</sup> well).
4. She (don't <sup>9</sup> doesn't) do (this <sup>10</sup> these) kind of things (well <sup>11</sup> good).
5. They (run <sup>12</sup> ran) and (rang <sup>13</sup> rung) the bell and (sung <sup>14</sup> sang) (those <sup>15</sup> them) old songs.
6. I have never heard (no <sup>16</sup> any) better singing.
7. Where (were <sup>17</sup> was) you when we (drank <sup>18</sup> drunk) at the spring?
8. I have (wrote <sup>19</sup> written) you what we (did <sup>20</sup> done).
9. Where have you (went <sup>21</sup> gone)? Where have you (thrown <sup>22</sup> threw) the ball?
10. Have you never (ate <sup>23</sup> eaten) (any <sup>24</sup> no) pie like this?
11. He (came <sup>25</sup> come) and (learned <sup>26</sup> taught) me the trick.
12. (May <sup>27</sup> Can) I (teach <sup>28</sup> learn) you how to do it?
13. (Isn't <sup>29</sup> Ain't) that your brother (setting <sup>30</sup> sitting) there?
14. What is that (laying <sup>31</sup> lying) near him?
15. That (ain't <sup>32</sup> isn't) (nothing <sup>33</sup> anything).

**Correction.** As the teacher reads the correct words for the sentences on page 9, make a cross opposite each word on your list that is incorrect. How many mistakes did you make? Keep this sheet of paper. You will need to refer to it later.

Each pupil's paper in the test shows what the words are that he needs to study. He should turn to the pages in this book where those words are explained. The teacher will show how the Index helps one to find those pages.

If you made no mistakes in the test, the following drill is not for you. Instead, begin your work on "The Surprise Box" project explained below.

**Drill in Correct Usage.** Read the fifteen sentences of the test aloud, selecting the correct words as you read. How rapidly can you do it?

### *°The Surprise Box*

A box is placed in some convenient position in the room to hold the items which pupils drop into it. A poem or riddle, a joke, a bit of news, an offer to trade, a short account of a personal experience, — anything that might entertain the class, — may be neatly written on a sheet of paper, signed by the writer, and placed in the box. Once a week or so the box will be opened and the best items selected to be pinned or pasted on a chart or board. This will be fastened to the wall of the room where it can be read easily.

° The sign ° means optional. See explanation in Teachers' Manual.



### 5. *Test and Review: Pronouncing Correctly*

**Preliminary Test.** If there is time to do it, pronounce all the words in the list on pages 177–178 in the Appendix. If not, pronounce a certain section of the list. Your score may be written on the board after your name.

**Game.** Let the class be divided into teams. Where classes are small there may be no more than two pupils in each team. The teams train by reading and rereading the words in the list. Each team tries to read the list without mispronouncing a single word. Each pupil reads one word every time his turn comes. The team goes on reading until someone makes a mistake. The score is the number of words read.

**Final Test.** Now test yourself again as you did before you went into training for the game. Your score for that first test is on the board.

### 6. Retelling a Story for Practice

#### OLIVER DISCOVERS OLD FAGIN WITH STRANGE TREASURE

1 It was late next morning when Oliver awoke  
2 from a sound, long sleep. Only half awake, he  
3 looked sleepily about in the old room, whose  
4 walls and ceiling were perfectly black with age  
5 and dirt. There was no other person present but  
6 Old Fagin, who was boiling some coffee in a  
7 saucepan for breakfast, and whistling softly to  
8 himself as he stirred it round and round with an  
9 iron spoon. He would stop every now and then

10 to listen when there was the least noise below;  
11 and when he had satisfied himself, he would go  
12 on whistling and stirring again, as before.

13 Although Oliver had roused himself from sleep,  
14 he was not thoroughly awake. He was in a drowsy  
15 state between sleeping and waking. He saw Fagin  
16 with half-closed eyes, heard his low whistling,  
17 recognized the sound of the spoon against the  
18 saucepan's sides, and yet was far away in dream-  
19 land at the same time.

20 When the coffee was done, Fagin drew the  
21 saucepan to one side. Then he turned round and  
22 looked at Oliver and called him softly by name.  
23 As the latter did not answer and was to all ap-  
24 pearances fast asleep, Fagin stepped gently to  
25 the door, which he fastened. He then drew  
26 forth, as it seemed to Oliver, from some trap in  
27 the floor, a small box, which he placed carefully  
28 on the table. His eyes glistened as he raised the  
29 lid and looked in. Dragging an old chair to the  
30 table, he sat down and took from the box a  
31 magnificent gold watch, sparkling with jewels.  
32 He gazed at it awhile, grinning, and talking to  
33 himself, and then once more deposited it in its  
34 place of safety. At least half a dozen more were  
35 severally drawn forth from the same box and  
36 surveyed with equal pleasure, besides rings,  
37 brooches, bracelets, and other articles of jewelry,  
38 of such rich materials and costly workmanship  
39 that Oliver had no idea even of their names.

40 Suddenly he turned round and his bright dark  
41 eyes fell on Oliver's face. He saw the boy's eyes

42 fixed on his in mute curiosity, and although the  
43 recognition was only for an instant, it was enough  
44 to show the old man that he had been observed.  
45 He closed the lid of the box with a loud crash.  
46 Laying his hand on the bread knife which lay on  
47 the table, he started furiously up.

48 "What do you watch me for?" he cried,  
49 trembling very much. "Why are you awake?  
50 What have you seen?"

51 "I wasn't able to sleep any longer, sir," re-  
52 plied Oliver meekly. "I am very sorry if I  
53 have disturbed you, sir."

54 "You were not awake half an hour ago?" de-  
55 manded Fagin, scowling fiercely.

56 "No! No, indeed!" replied Oliver.

57 "Are you sure?" cried Fagin, with a still fiercer  
58 look than before and a threatening attitude.

59 "Upon my word, sir, I was not," answered  
60 Oliver earnestly. "I was not, indeed, sir."

61 "Tush, tush, my boy!" said Fagin, abruptly  
62 changing his manner, and playing with the knife  
63 a little before laying it down, as if to make  
64 Oliver believe that he had caught it up in mere  
65 sport. "Of course I knew that, my boy. I only  
66 tried to frighten you. You're a brave boy.  
67 Ha-ha! You're a brave boy, Oliver!" He  
68 rubbed his hands with a chuckle, but glanced  
69 uneasily at the box, notwithstanding.

70 "Did you see any of these pretty things?"  
71 he asked after a short pause, laying his hand  
72 upon the box.

73 "Yes, sir," replied Oliver.

74 "Ah!" said Fagin, turning rather pale. "They  
75 — they're mine, Oliver; they're my little prop-  
76 erty — all I have to live on in my old age. The  
77 folks call me a miser, only a miser — that's all."

78 Oliver thought the old gentleman must be a  
79 decided miser to live in such a dirty place, with  
80 so many watches, but he said nothing except to  
81 ask if he might get up.

82 "Certainly, certainly," replied the old man.  
83 "There's a pitcher of water in the corner by  
84 the door. Bring it here, and I'll give you a  
85 basin to wash in, my boy."

86 Oliver got up, walked across the room, and  
87 stooped for an instant to raise the pitcher.  
88 When he turned his head, the box was gone.

CHARLES DICKENS, "Oliver Twist" (*Adapted*)

### *Word Study*

**Class Conversation.** Do you see any word in the first two or three lines of the story that you do not quite understand? Can you give other words that could be used in place of *sound*? What words could be used in place of *present*, in line 5? What other words mean the same as *least*, in line 10? Can you give another word for *recognized*, in line 17? In this way go through the entire story. Let the dictionary help you.

### *Expressing a Thought in More than One Way*

It will help you to tell the story well if you practice giving the thought of some of the sentences in several different ways.

The thought of the sentence "There was no other person present but Old Fagin" may be expressed in several different ways, among which are the following:

1. Old Fagin was the only other person in the room.
2. No one but Old Fagin and Oliver was in the room.
3. Except Old Fagin there was nobody else there.
4. Oliver and Old Fagin were alone in the room.

**Speaking.** 1. Express the thought of each of these sentences in several different ways. In each case the class will say which way is the best.

1. He satisfied himself that all was safe.
2. Oliver was not thoroughly awake.
3. He recognized the sound of the spoon against the saucepan.

2. In the same way express in several different ways the thought of other sentences from the story. The class will decide which is the best.

**Speaking.** Now you are ready to tell the story. As you do so, remember why you are telling it. Since your classmates know it as well as you do, they will be interested mainly in your way of speaking. They will be thinking, "Is he telling things in the right order? Is he forgetting something important? Is he using the best words? Is he speaking loud enough? Is he using too many *and's*?" Tell one or more of the five parts of the story. *It will be better to tell only one part well than the whole story poorly.*



## 7. Telling about Something You Have Seen or Done

The pupils were telling about things they had seen or done.

Charles shuffled to the front of the room with a scowl on his face and — if mumbling can be called speaking — spoke as follows, standing on one leg and holding onto a chair :

While I was camping last summer I learned that it is a risky thing to sit with your back against a stone fence. I used to do it when I read a book after lunch while all was quiet in the camp. One day I heard something rustle behind me. As it sounded like a piece of paper moved to and fro by the wind, I paid no attention to it at first, but it kept on rustling. I looked around. Then I made the champion jump in the world. There, not five feet away from where I had been reading, I saw a huge black snake gliding smoothly over the loose stones of the fence. I have since been told that black snakes like old stone fences. So I don't — any more.

It was a pleasure to listen to Amy's talk, for she stood straight, she spoke loud enough for everyone in the room to hear her, she pronounced each word distinctly, and her voice was pleasant. She said :

Never turn a turtle upside down unless you are sure that there is no ink in it. I wish I had followed this rule when I was visiting my cousin on her birthday. She had received a very pretty desk with a red cloth top. On it stood a turtle made of metal, looking almost like a real turtle. I picked it up. I turned it over to look at the under side. Then, too late, I learned it was an inkwell. Now my cousin's desk top is partly red and partly black, to remind her of me.

The classmates of the two speakers enjoyed both these talks, but they liked Amy's better. They said that one talk was as good as the other but that Charles had spoiled his by not standing straight, speaking distinctly, or looking pleasant. Both talks were praised for their beginning and ending sentences. Both speakers were praised for sticking to the point. Neither speaker used incorrect English, but Charles pronounced *champion* as if it were spelled *champeen*.

S  
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Y

In preparation for your own talk to the class, silently read and answer the questions and follow the directions given below :

1. Do you see that both children spoke about something that had happened to them? Interesting little things are happening to all of us.

2. Perhaps something has happened to you this very day or yesterday about which you would like to talk? Did you break a shoe lace while hurrying to get ready for school? Were you scolded for forgetting to brush your teeth? Did you see a brightly colored insect on your way to school?

3. Whose talk begins with the more promising sentence — Charles's or Amy's? Whose ending sentence do you like better? What is the ending or closing sentence in the story of Old Fagin and Oliver?

4. When you make the beginning sentence for your talk, what must you try to do?

5. Make a closing sentence for your story.

6. Remember not to talk about too big a subject. Subjects like "My Summer Vacation" or "Things I Do Saturdays" are too big for a short talk. Instead, talk about some one little thing.

**Speaking.** When your turn comes, tell the class about something that you have seen or done.

## 8. Choosing a Subject for a Talk

Sometimes pupils make the mistake of choosing too large a subject for their talks. Some of the subjects are large enough for a whole book. It is probably true as a rule that the smaller the subject, the more interesting the talk.

It is easy to see that "Books I Have Read" is not so promising a subject for a talk as "One Book that I Have Read Twice." For the same reason "Our

School" is not so good a subject as "Our Schoolroom." It would be better still to talk about such smaller and more definite subjects as these :

The Clock in Our Schoolroom

The Damp Smell in Our Cloakroom on a Rainy Day

The Story of an Ink Spot on Our Schoolroom Floor

What I Like Best about Our Schoolroom

**Exercise.** 1. Which of the following subjects seem to you to promise interesting talks? In your opinion which are the best two or three subjects in the list?

1. Books
2. My Favorite Book
3. The Most Exciting Page in My Favorite Book
4. A Rainy Day
5. How I Kept Dry on a Rainy Day
6. A Rainy Day that Did Not Spoil a Picnic
7. Shoes
8. A Shoe that Pinched
9. Thanksgiving Day
10. Losing a Tooth on Thanksgiving Day
11. Dogs

2. Look again at those subjects in the list that are unsatisfactory because they are too large. Can you improve any by making them narrower, smaller, more definite?

3. What was the subject of your talk to the class the other day? Can you improve it now?

Are you learning to study and to prepare yourself for a talk? Silently read and answer the questions below and follow the directions:

1. Think of something about which you would like to talk.

2. Can you make your subject any narrower? Make it just as narrow and definite as you can.

3. Write your subject on a piece of paper. Do you remember how the first word and every important word in a title should begin?

**Writing.** Copy your subject on the board where the class may read it in order to decide whether it is a suitable and promising subject for a talk.

## 9. The Subject of a Sentence

Every sentence consists of two main parts. You cannot have a sentence unless you have both. Thus, the words *the frightened horse* do not make a sentence, and the words *almost ran away with George* do not make a sentence. Each group is only one of the two parts of the sentence

The frightened horse | almost ran away with George.

Every sentence can be separated into its two main parts. One of these tells what the sentence is about. Thus the sentence below is about birds.

Birds | sing.



The following sentence is about the boys :

The boys | laughed.

**Exercise.** Tell what each of the following sentences is about :

- |                      |                                |
|----------------------|--------------------------------|
| 1. Brother studies.  | 8. The school bell is ringing. |
| 2. Sister sews.      | 9. Children run.               |
| 3. John is studying. | 10. Children run fast.         |
| 4. Mary is sewing.   | 11. Dogs bark.                 |
| 5. Airplanes hum.    | 12. My dog barks.              |
| 6. Insects buzz.     | 13. Several dogs are barking.  |
| 7. Leaves fall.      | 14. That dog is barking again. |

The part of a sentence that tells what the sentence is about is called the **subject** of the sentence. Thus, the word *Brother* is the subject of the sentence *Brother studies*. The word *Brother* tells what the sentence is about.

**Exercise.** Give the subject of each of the following sentences :

- |                   |                                 |
|-------------------|---------------------------------|
| 1. Babies cry.    | 8. All babies cry.              |
| 2. Lions roar.    | 9. Hungry lions roar.           |
| 3. Boys tease.    | 10. Naughty boys tease.         |
| 4. Horses gallop. | 11. Saddle horses gallop.       |
| 5. Hens cackle.   | 12. My friend called.           |
| 6. Cats purr.     | 13. My good friend called.      |
| 7. Eagles scream. | 14. My old friend called today. |

The subject of a sentence may be only one word or it may be many words. In each of the following sentences the subject is underscored :

1. John laughed.
2. My old friend John laughed.
3. Every man, woman, and child in the room laughed.

**Exercise.** Point out the subject of each of these sentences :

1. Airplanes hummed.
2. Many huge airplanes hummed.
3. The famous airplane landed safely.
4. A balloon fell.
5. A burning balloon fell.
6. A burning balloon fell near us.
7. The giant balloon exploded.
8. The soldiers quarreled.
9. Several angry soldiers quarreled.
10. Several angry French soldiers quarreled.
11. Pupils study.
12. Some pupils study.
13. Some pupils study hard.
14. Most sensible pupils study.
15. All the pupils in that excellent school study.
16. Several expensive marbles were lost.
17. Those boys on the motor cycle were laughing.
18. Every boy and girl in the room applauded.
19. They shouted.
20. Everybody shouted.

The subject of a sentence is that part of it which tells what the sentence is about.

## 10. Telling the Story of a Picture

Surely something is going on in that street. Those children in the picture on page 24 are all eyes. What can it be?

STUDY As you study the picture and prepare yourself to tell its story, let the following questions help you. Read and answer them silently.

1. What names will you give those four children? Are they brothers and sisters or only friends?

2. Where are the father and the mother? If the mother were there, would she let that little girl sit on the window sill?

3. Perhaps the father and mother are coming home, and the children are waiting for them. What, perhaps, will they bring with them?

4. Is there an organ grinder in the street below or some kind of parade going by?

5. What if the monkey should climb to the window or the elephant should reach up and lift the little girl off the window sill?

6. When you have decided on your story, with what sentence will you begin it?

**Speaking.** Tell the story you have made up for the picture. Your classmates will wonder what it is, particularly if your beginning sentence arouses their curiosity. Perhaps you will tell it as if you were one of the children in the open window. If so, what promising beginning sentence can you make for your story?



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C  
E

Do you remember writing earlier in the year a list of the things you ought to do when speaking? It is part of the Summary, pages 140-142. To which items in that list will you give special attention during the present story-telling? Perhaps these should be copied on the board. Then the class cannot forget what to listen for as you speak.

### *Inventing a Title for Your Story and the Picture*

**Class Conversation.** What title will you give your story? The same title should fit the picture. The class will tell you what they think of it. Other pupils will give their titles. The best ones may be written on the board. The class will decide which is the very best.

## 11. Learning to Speak without Using Too Many *and's*

One of the most common faults seen in story-telling and in all speaking is the use of unnecessary *and's*. How shall we overcome this fault? One way is to practice speaking without unnecessary *and's*.

### *Using Short, Crisp Sentences*

**Exercise.** Change each of the following sentences to two sentences. Do this by omitting the unnecessary *and*, by dropping the voice at the end of your first sentence, and by making a short but clear-cut pause



before beginning your second sentence. Thus, you may change the eighth sentence below to these two :

The coffee was done. Fagin took it off the fire.

1. It was late next morning and Oliver awoke from a long sleep.

2. Old Fagin was there and he was boiling some coffee.

3. He boiled the coffee and he whistled softly to himself.

4. He stirred it round and round and every now and then he stopped to listen.

5. He satisfied himself that all was well and he went on whistling.

6. Oliver had just roused himself from sleep and he was still in a drowsy state.

7. He saw Fagin with half-closed eyes and he was in dreamland at the same time.

8. The coffee was done and Fagin took it off the fire.

9. He called Oliver by name and Oliver did not answer.

10. Fagin stepped gently to the door and he fastened it.

11. He drew forth a box from a trap in the floor and he placed it carefully on the table before him.

12. He raised the lid and looked in and his eyes glistened.

13. He had dragged an old chair to the table and he sat down in it.

14. He took from the box a magnificent gold watch and it sparkled with jewels.

15. He gazed at it for a time and he grinned and talked to himself.

16. He deposited it in its place of safety and he drew out several others like it.

17. His bright dark eyes fell on Oliver's face and he saw at once that the boy was looking at him.

18. The old man saw that he had been observed and he closed the box with a loud crash.

19. Fagin had scowled very fiercely at Oliver and he now abruptly changed his manner.

20. He rubbed his hands with a chuckle and he glanced uneasily at the box.

21. Oliver thought the old man must be a miser and he said nothing.

22. Oliver asked if he might get up and the old man replied, "Certainly, certainly."

23. Oliver walked across the room and he stooped for an instant to pick up the pitcher.

24. He turned around with the pitcher and the box was gone.

25. Do you know who Old Fagin was and how did he happen to have those watches and that jewelry?

26. What was Oliver doing in this strange room and was Fagin a good or a bad man?

**Drill.** Read the sentences rapidly, omitting each unnecessary *and*, dropping the voice at the end of each short sentence, and making a clear-cut pause before beginning the next sentence. Read rapidly but distinctly, How could you make a game of this drill?

12. Correct Usage: *set* and *sit*

The words *set* and *sit* do not have the same meaning. *Sit* means "have a seat," as in the sentence

She *sits* on the porch.

*Set*, on the other hand, means "place" or "put," as in the sentence

He *set* the box on the porch.

It is incorrect to use *set* as if it meant *sit*. It is incorrect to say "There he *sets*" when your meaning is "There he *sits*."

Notice the following correct uses of *set* and *sit*:

1. She is *sitting* by the window. (NOT *setting*)
2. See how well he *sits* on his horse. (NOT *sets*)
3. He *sat* in the armchair all morning. (NOT *set*)
4. Please *sit* near the table. (NOT *set*)
5. Please *set* your umbrella in the corner.
6. He *set* his boots in the closet.
7. He *set* his basket on the floor and *sat* on the bench.

**Test.** On a sheet of paper write the numbers 1 to 15. After these write the correct words — that is, *set*, *sets*, *setting*, or *sit*, *sits*, *sat*, *sitting* — for the blanks in the drill sentences below. Check your list in the usual way.

1. There she \_-<sup>1</sup>-\_ by the open window.
2. Who is that \_-<sup>2</sup>-\_ in the other chair?
3. Come in, \_-<sup>3</sup>-\_ your umbrella behind the door,  
and \_-<sup>4</sup>-\_ in this easy chair.

4. The old man always \_<sup>5</sup>\_ in that chair.
5. Where did you \_<sup>6</sup>\_ the box that came today?
6. John is \_<sup>7</sup>\_ the box on the shelf.
7. They \_<sup>8</sup>\_ up all night waiting for the news.
8. \_<sup>9</sup>\_ the candlestick on the dresser.
9. "Somebody has \_<sup>10</sup>\_ in my chair," cried a tiny voice.
10. Who \_<sup>11</sup>\_ that jar on the table? Why not \_<sup>12</sup>\_ it there?
11. \_<sup>13</sup>\_ in the shade, he watched the people \_<sup>14</sup>\_ in their cars.
12. "Still \_<sup>15</sup>\_ the school-house by the road."

WHITTIER

### 13. Reading a Poem Aloud

Read this poem to yourself several times, trying to see just what it means. To be sure that you understand it, put your idea of it into your own words, in a sentence or two. For example, "Nothing we do or say is ever lost. It always influences something or someone."

Practice reading the poem aloud until you can do so without hesitation; then read it to the class.

#### THE ARROW AND THE SONG

I shot an arrow into the air,  
It fell to earth, I knew not where;  
For, so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I knew not where;  
For who has sight so keen and strong,  
That it can follow the flight of song?

Long, long afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.

HENRY WADSWORTH LONGFELLOW

#### 14. Letter Writing

Why do you suppose Harold Brown wrote the following letter of invitation to his friend Tom's father, Mr. Kellogg?

Hawthorne School  
Madison, Wisconsin  
November 4, 1931

Dear Mr. Kellogg:

Next Friday afternoon the pupils of Miss Smith's room will give an entertainment to which you and Mrs. Kellogg are invited. It will be called "The Story Hour." Your son Tom will be one of the story-tellers. The fun will begin at two o'clock.

Yours respectfully,  
Harold Brown



This letter reached Mr. Kellogg by mail, and he read it with surprise and interest. He read it more than once and showed it to Mrs. Kellogg that evening. She said: "I had no idea that Brown boy could write so neat a letter. See, there is not a mistake in it, nor a finger mark on it. I wonder whether our Tom can do as well?" She looked at the address on the envelope, but there was no mistake in that either. It was carefully written as follows:

Mr. Charles D. Kellogg  
1453 Harvester Building  
Madison  
Wisconsin

In Harold Brown's school each pupil had written his father's name and address on a slip of paper. These slips were placed in a box or basket and thoroughly mixed. Then each pupil drew out one. This gave him the name and address of the person to whom to send an invitation to come to "The Story Hour."

**Writing.** Write your invitation to the person whose name you draw from the box or basket. Write the address on the envelope. Make your invitation and addressed envelope look like those above.

**Correction.** What are the things that make a letter correct? Do you remember the list you used several weeks ago? You will find rules for letter writing on pages 140-142. Besides, you have the letter on page 30. Have it before you as you read your letter over for mistakes. If necessary, copy your letter.

### *The Story Hour*

**Project.** What sort of story hour will you plan? Who are to be the speakers? What stories might they tell? Could you give also a number of songs and poems? Would it be a good plan to have someone read the bulletin board aloud?

## 15. The Predicate of a Sentence

You have learned that one of the two main parts of every sentence is called the subject. The subject is that part which tells what the sentence is about. What does the other part do? That is the question which we shall now answer.

Look at the sentence

Birds | sing.

The subject is *Birds*, because the sentence is about birds. The other part of the sentence is *sing*. This tells something about the subject. The word *sing* tells something about the subject *Birds*; the word *sing* tells something that the subject does.

**Exercise.** Point out the subject of each of the following sentences. Then tell what is said about the subject. Thus, the subject of the first sentence is *Dogs*. The other part of the sentence tells something about *Dogs*. It says that dogs *bark*.

- |                         |                              |
|-------------------------|------------------------------|
| 1. Dogs bark.           | 9. The car skidded.          |
| 2. Children giggle.     | 10. The skater tumbled.      |
| 3. Pupils study.        | 11. The lawyer objected.     |
| 4. Lions roar.          | 12. Several birds flew.      |
| 5. Horses neigh.        | 13. Some friends were visit- |
| 6. The stranger nodded. | ing at our house.            |
| 7. My friend laughed.   | 14. The strange little ship  |
| 8. The driver scowled.  | steamed on.                  |

What name shall we give to this part of the sentence that tells something about the subject? It is called the **predicate**. Thus, the predicate of the last sentence above is *steamed on*. The predicate of sentence 8 is *scowled*.

The predicate of a sentence may be only one word or several words. Notice that the following sentences all have the same subject, *Squirrels*. Notice the different things that are said about that subject.

1. Squirrels *chatter*.
2. Squirrels *gather nuts*.
3. Squirrels *are pretty animals*.
4. Squirrels *are hunted for their fur*.

In the first sentence we have a predicate of one word, *chatter*. In the last the predicate consists of five words.

**Exercise.** Point out the predicate of each of the following sentences. First, tell what the subject is. Then tell what is said about that subject; that is, tell what the predicate is.

1. Mary smiled.
2. Mary smiled at the baby.
3. The old horse neighed.
4. Every pupil looked up.
5. Every pupil looked up at the visitor.
6. The visitor bowed.
7. The visitor chatted with the teacher.
8. The visitor talked with some of the children.
9. The visitor looked at the pupils' work.
10. Many people were walking on the beach.
11. Some people can swim.
12. A mountain goat looked down from a high rock.
13. The hunters aimed.
14. The hunters aimed at the goat on the rock.
15. The hunters crawled through the bushes.
16. A pretty bird with red wings flew by.
17. John laughed.
18. John laughed at the clown.
19. John laughed at the clown's funny tricks.
20. John and James sat together.
21. The girls were working in the house.
22. They were singing at their work.

The predicate of a sentence is that part of it which tells what is said about the subject.

## 16. Memory Selection

### PSALM 1

1. Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

2. But his delight is in the law of the Lord; and in his law doth he meditate day and night.

3. And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper.

4. The ungodly are not so: but are like the chaff which the wind driveth away.

5. Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous.

6. For the Lord knoweth the way of the righteous: but the way of the ungodly shall perish.

## 17. Retelling a Story for Practice

You have probably heard about Robinson Crusoe. Shipwrecked on an island, he built a raft from timbers of the ship and carried many useful things to shore.

As time went on, he made himself quite comfortable on that lonely island. He had it all to himself, for there were no other human beings on it and no dangerous animals. Around a cave in which he lived he built a high fence of dense trees. This safe retreat he called his castle. Here he spent many years, with only a dog, a cat or two, several goats, and a parrot for



companions. Nothing interrupted his quiet life. He was beginning to think that it would always be so. Then, one day, something happened.

Read the story to yourself as Robinson Crusoe tells it in his old-fashioned English.

### ROBINSON CRUSOE MAKES A FRIEND

I was now in my twenty-third year of residence in this island, when, going out pretty early one morning, even before it was thorough daylight, I was surprised with seeing a light of some fire on the shore, at a distance from me of about two miles. I was indeed greatly surprised at the sight, and stopped short within my fence, not daring to go out. I prepared myself within my castle, putting myself in a posture of defense. I loaded all my muskets and all my pistols, and resolved to defend myself to the last gasp. I waited about two hours and began to be impatient for intelligence abroad, and after a while I was not able to bear sitting in ignorance any longer. So, setting up my ladder to the side of the hill in which was my cave, I mounted to the top. Pulling out my glass, which I had taken on purpose, I lay flat on the ground and began to look for the place.

I presently found a band of savages very busy around a fire they had made, not to warm them, for they had no need of that, the weather being extremely hot, but, as I supposed, to eat some of the human flesh which they were preparing



ROBINSON WATCHES THE CANNIBALS

to roast for their feast. While I was thus looking on, I perceived through my glass two miserable wretches dragged from boats on the shore, where it seems they were laid by and were now brought out for slaughter. I perceived one of them immediately fell, being knocked down, I suppose with a club or wooden sword, and two or three others were at work immediately, cutting him up for their cookery, while the other victim was left standing by himself, till they should be ready for him. In that very moment, this poor wretch seeing himself a little at liberty, darted away from them and ran with incredible swiftness along the sands directly towards me, I mean towards that part of the coast where my castle was.

I was dreadfully frightened when I perceived him to run my way, and especially when, as I thought, I saw him pursued by the whole band. I expected him to take shelter in my castle and that the other savages would pursue him thither. However, I kept my position, and my spirits began to recover when I found that there were not above three men that followed him, and still more was I encouraged when I saw that he gained ground on them and, if he could hold out for half an hour, would fairly get away from them all. There was between them and my castle the creek which I mentioned in the first part of my story, when I landed my cargo out of the ship, and this creek I saw he must necessarily swim over, or the poor wretch would

be taken there. But when he reached it, he made nothing of it, but plunging in swam through in about thirty strokes, landed, and ran on with exceeding strength and swiftness. When the three persons came to the creek, I found that only two of them could swim.

It came now very warmly upon my thoughts that now was my time to save this poor creature's life. I immediately ran down the ladders, fetched my two guns, and getting out of my castle I made a short cut toward the sea, placing myself in the way between the pursuers and the pursued. I slowly advanced toward the two pursuers. Then, rushing at once upon the foremost, I knocked him down with the stock of my piece. I was loath to fire because I would not have the rest hear, though at that distance it would not have been easily heard. Having knocked this fellow down, I advanced apace towards the other who pursued, but as I came nearer I saw he had a bow and arrow and was fitting it to shoot at me. So I was then necessitated to shoot at him first, which I did, and killed him at the first shot.

When the poor savage who fled saw both his enemies fallen and killed, he was so frightened with the fire and noise of my piece that he stood stock still and neither came forward nor went backward. I called to him and made signs to him to come forward, which he easily understood and came a little way, then stopped again, and then a little further, and stopped again, and



I could then perceive that he was trembling. I beckoned him again to come to me. I smiled to him and looked pleasant and beckoned to him to come still nearer. At length he came close to me and kneeling down kissed the ground and taking me by the foot set my foot upon his head in token of swearing to be my slave forever. I took him up and made much of him and encouraged him all I could.

DANIEL DEFOE, "Robinson Crusoe"

### *Making an Outline*

**Class Conversation.** As you see, the story consists of five paragraphs. What part of the whole story does each paragraph tell? Can you give the main thought of each in one sentence? Does the following sentence express correctly the central idea of the first paragraph?

When Robinson had lived on his lonely island twenty-three years, he was astonished one morning to see a fire burning on the beach.

The best sentence for each paragraph may be written on the board. Together, these sentences make an outline of the story.

### *Word Study*

S  
T  
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D  
Y

As you learn to study the words of the story, let the following directions help you. Read them silently and, working alone at your desk, do what they tell you to do.



1. With your dictionary at your side, read the story once more. When you come to a word that you do not know very well, look it up in the dictionary. Find one or more words of nearly the same meaning that you could use in its place. Words like the following you should not overlook :

posture	liberty
resolved	incredible
ignorance	pursued
mounted	encouraged
presently	exceeding
perceived	advanced
victim	necessitated

2. Make a list of the words you look up in the dictionary and write opposite each a word or two that you could use in its place.

### *Expressing a Thought in Different Ways*

The thought of the first numbered sentence below can be expressed in several different ways, among which are the following :

I had by this time lived on the island twenty-three years.

It was my twenty-third year on the island.

Twenty-three years had come and gone since I first saw this island.

1. I was now in my twenty-third year of residence in this island.

2. I stopped short within my fence, not daring to go out.

3. I put myself in a posture of defense.
4. I resolved to defend myself to the last gasp.
5. I began to be impatient for intelligence abroad.

**Speaking.** 1. Express the thought of each of the sentences above in several different ways, and then choose the best.

2. Express in several different ways the thought of sentences that you and your classmates select from the story.

**Speaking.** 1. Tell the first one of the five paragraphs of the story.

P  
R  
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C  
T  
I  
C  
E

Remember that you are telling this story, which the class knows as well as you do, to give yourself practice in speaking, in order that your speaking may improve. The class will listen and suggest what improvements you ought to try to make. The list on pages 140-142 will help them in this. Try for those improvements — if necessary, several times. Why stop before you have succeeded?

2. In the same way tell the story of each of the other paragraphs.

**Team Story-Telling.** One of the things that you are learning to do is to work with other people. Now that you have practiced telling the story by yourself, try telling it as a member of a team of five persons, each of whom tells only one paragraph. In addition to telling the story, you will now have to watch care-



fully to make your paragraph fit smoothly with the ones which your classmates tell. You may need to practice with the rest of the team a number of times in order to tell the story really well. If the class is too small for a team of five, each pupil will have to tell more than one paragraph of the story.

**18. Correct Usage: *froze, frozen ; broke, broken ; spoke, spoken***

The three words *froze, broke, and spoke* must never be used with the helping words *have, has, had, is, are, was, and were*.

It is correct to say :

I *froze* my fingers.  
He *broke* his arm.  
She *spoke* distinctly.

In the sentences below notice the correct use of *frozen, broken, and spoken*. These are the words to use with *have, has, had, is, are, was, or were*.

- |   |                          |
|---|--------------------------|
| 1. I <i>have frozen</i> my fingers.         | (NOT <i>have froze</i> ) |
| 2. He <i>has broken</i> his arm.            | (NOT <i>has broke</i> )  |
| 3. She <i>had spoken</i> distinctly.        | (NOT <i>had spoke</i> )  |
| 4. His finger <i>is broken</i> .            | (NOT <i>is broke</i> )   |
| 5. Her nose <i>was frozen</i> .             | (NOT <i>was froze</i> )  |
| 6. Those words <i>were spoken</i> too late. | (NOT <i>were spoke</i> ) |
| 7. My ears <i>are frozen</i> .              | (NOT <i>are froze</i> )  |
| 8. The window <i>was broken</i> .           | (NOT <i>was broke</i> )  |
| 9. The last word <i>was spoken</i> .        | (NOT <i>was spoke</i> )  |

Working alone, follow these directions:

1. In order to get your lips, tongue, and ears used to the right forms, pronounce over and over rapidly and distinctly the first of the groups of words given below.

2. See how many times you can say *have frozen, have frozen, have frozen* with one deep breath.

3. Do the same with each of these groups:

a. have frozen

e. have spoken

i. were frozen

b. has frozen

f. had spoken

j. was broken

c. have broken

g. is frozen

k. were spoken

d. has broken

h. was frozen

l. are broken

**Speaking.** Make short sentences using the groups of words above. Speak distinctly as you give your sentences.

**Test.** On a sheet of paper write the numbers 1 to 26. Opposite these numbers write the correct words from the twenty-six parentheses below:

1. The poor fellow had (froze <sup>1</sup> frozen) his ears.
2. One ear was badly (frozen <sup>2</sup> froze).
3. He (frozen <sup>3</sup> froze) the same ear last winter.
4. I have often (spoken <sup>4</sup> spoke) with him.
5. I (spoken <sup>5</sup> spoke) with him about the ear that was (frozen <sup>6</sup> froze).
6. Have you ever (frozen <sup>7</sup> froze) your toes?
7. The river is (froze <sup>8</sup> frozen), but the ice is (broken <sup>9</sup> broke).



8. She has (**broke** <sup>10</sup> **broken**) her pencil.
9. Her pencil is (**broken** <sup>11</sup> **broke**), and her pen is (**broke** <sup>12</sup> **broken**).
10. I (**spoke** <sup>13</sup> **spoken**) to you yesterday, and I have not (**spoke** <sup>14</sup> **spoken**) to you since.
11. When the sentence was (**spoken** <sup>15</sup> **spoke**), the spirit of the wretched prisoner was (**broken** <sup>16</sup> **broke**).
12. When the axle (**broke** <sup>17</sup> **broken**), the spring was (**broken** <sup>18</sup> **broke**).
13. The water pipes were (**froze** <sup>19</sup> **frozen**), and the pump was (**broken** <sup>20</sup> **broke**).
14. I have never (**spoken** <sup>21</sup> **spoke**) about the time when I (**broke** <sup>22</sup> **broken**) my arm.
15. It was (**broke** <sup>23</sup> **broken**) in an accident about which I have never (**spoken** <sup>24</sup> **spoke**) to you.
16. I (**spoken** <sup>25</sup> **spoke**) to him about the ear that I (**froze** <sup>26</sup> **frozen**) last winter.

If you made no mistakes in the test, you may omit the following drill (since you do not need it) and work on the contributors' box instead (see page 10). If you need the drill, busy yourself with that.

**Drill in Correct Usage.** Read the test sentences above until you can read them without making mistakes. Read slowly at first, then faster, but always correctly and distinctly. Perhaps the teacher will time you and your classmates.

## 19. Memory Selection

### A TALK TO SCHOOL CHILDREN

Boys and girls, this is my lesson to you today: you cannot be as good as your fathers unless you are better. You have your fathers' example, — the opportunities and advantages they have accumulated, — and to be only as good is not enough. You must be better. You must copy only the spirit of your fathers, and not their imperfections.

WENDELL PHILLIPS

## 20. Giving Directions over the Telephone

In a certain school, where the pupils often play telephone games, each row of seats in the room is given a name and each seat a number. The second seat in the first row, for instance, is *Main 222*; the third in the second row, *Broadway 333*; and so on. Any pupil can tell at a glance what another's telephone number is. The telephone operator sits at the teacher's desk.

**Speaking.** Following a plan like the one just explained or using a telephone directory that you have made, telephone to your classmates. Ask for the best way from one place to another, as,

1. From the schoolhouse to the post office.
2. From the post office to the station.
3. From the railroad station to a certain house.
4. From one house to another.

P  
 R  
 A  
 C  
 T  
 I  
 C  
 E

There is no use in your telephoning unless each time you do so you learn something about telephoning better. Therefore, your classmates will kindly make suggestions to you for improving your telephoning. Think these suggestions over. When you telephone again, make it a point to follow them. One after another, make the improvements suggested.

## 21. Pronouncing Correctly

The following words are sometimes mispronounced. Listen as the teacher pronounces each one several times.

1. government (NOT *goverment*)
2. length (NOT *lenth*)
3. strength (NOT *strenth*)
4. suggest (NOT *sugest*)
5. usually (NOT *usally*)
6. chocolate (NOT *chalklet*)
7. attached (NOT *attachted*)
8. recognize (NOT *reconize*)
9. regular (NOT *reglar*)
10. new (NOT *noo*)

**Pronouncing.** Now, with the class on the lookout for mistakes, pronounce the entire list several times. Can you do this correctly, rapidly, and easily?

### *Using the Dictionary*

As you know, the dictionary tells how words should be pronounced. It divides each word into syllables.

It tells which syllable should be accented. With the help of the "Key," you can quickly learn how to sound various letters.

**Writing.** Find in the dictionary each of the words on page 48. Copy the word, dividing it into syllables, if it is a word of more than one syllable, and marking the accented syllable. As you copy, pronounce the word to yourself over and over.

**Speaking.** Make a sentence containing as many of those ten words above as you can use and still have a sensible sentence. The following sentence contains five of the words:

I *recognized* the *chocolate* as not a *new* kind but as the *regular* kind that we *usually* bought.

This exercise will also give you practice in making interesting sentences.

## 22. Inventing an Ending for an Unfinished Story

Do you have interesting ideas? Can you make up original endings for unfinished stories? The following story gives you a chance to test yourself.

If the engine had only stopped while they were still in town! To have it stop and refuse to start again "ten miles from nowhere," as Tom's father said in disgust, was bad luck indeed. He had the hood of the car up and was staring at the motor, wondering what could be the matter with the thing. Tom was looking on,

and Tom's mother, on the back seat, was studying a map and trying to make out where they might be in this strange country one thousand miles from home.

The Joneses were motoring; that is, they had been, until their car stopped. They were spending the summer vacation on a long trip to California. Tom was enjoying it hugely. "Besides," said Mr. Jones, "he was learning a bit about geography." Over good roads and bad their new car had run along, humming contentedly, and everything had been perfect until now. Mr. Jones knew very little about gas engines. He had not the remotest idea why the engine had suddenly gone wrong.

"What does that sign say, Tom?" called Mrs. Jones, pointing to a painted board that was nailed to a telegraph pole ahead.

"Everready Garage One-Half Mile," read Tom. "One-half mile! That isn't far. Shall I go and get them, Dad? I can run there in ten minutes."

Mr. Jones talked with his wife. They could not telephone, for there was no house in sight. Besides, it was doubtful whether there were any telephones in this out-of-the-way section. He looked up the lonely road, but as they were standing on the slope of a hill, he could not see far ahead. Perhaps he had better go himself, since Tom was only twelve. But, no, it would be a good thing for Tom to have this experience.

"All right, Tom. Try to get a good mechanic to come right back with you."



Tom started off, made most of the half mile on a dog trot, found the garage, learned that the mechanic had gone to town but that his wife thought he would return in about half an hour, decided not to wait for him, and after leaving careful directions for finding the car, took the road back to his parents, in order to let them know without delay what to expect.

As Tom trudged along, he noticed that there were no farmhouses to be seen. Clearly it was not a farming country. The sandy soil was not good enough. Possibly sheep might be grazed on those thinly covered hills. There was no one anywhere to be seen. Some crows cawed loudly as they flew out of a small clump of scrubby trees. He had not noticed those trees before. The caw was the only sound Tom had heard since starting back from the garage. At last he reached the hill from which he could see the place where the car had come to a standstill. Great was his surprise as he looked down the road. There was no car in sight. There was nothing and nobody in sight. His father, his mother, and the car had disappeared.

STUDY As you prepare to tell the class how the story might end, silently read and answer the following questions, which will guide you as you think the story over :

1. What would you have done in Tom's place — run back to the garage, run along the road which

the car probably had taken, or stayed right there and waited?

2. Do you think that Tom's father got the car started while Tom was on his way for the mechanic?

3. If so, why did not Tom's father follow him to the garage? Why did he turn around and drive away when he knew that Tom would return in a few minutes?

4. Does it seem likely that somebody kidnapped Tom's parents?

5. What could have made Tom's father and mother leave in such a hurry, without a word of explanation?

6. Can you think of some ending for the story that will be both sensible and most unexpected? What surprise ending can you invent for the entertainment of the class?

**Speaking.** Tell your classmates how you would finish the story.

### 23. Building Sentences

Sentences may be long or short. The subject may consist of only one word or of many words. The same is true of the predicate. The following sentence has a subject of two words and a predicate of two words:

The girl was working.

Notice how both subject and predicate are made longer, as you read the following sentences:

1. The girl | was working.
2. The little girl | was working.
3. The little girl | was working hard.
4. The cheerful little girl | was working hard.
5. The cheerful little girl | was working hard over her schoolbook.
6. The cheerful little girl in the fifth grade | was working hard over her schoolbook.
7. The cheerful little girl in the fifth grade | was working hard over a problem in her arithmetic.

**Exercise.** 1. By adding suitable words enlarge both the subject and the predicate of each of these short sentences :

1. The band played.
2. A crowd gathered.
3. Flags were flying.
4. Guns boomed.
5. Boys shouted.
6. Children screamed.
7. A bird was singing.
8. Several children were practicing.
9. Newsboys were calling.
10. A stone was thrown.
11. An airplane was humming.
12. The pilot signaled.

2. Write one or more of your sentences on the board.  
3. How long a sentence can you build by adding words to the subject and the predicate of one of the short sentences above? It will be interesting to see who can write the longest sensible sentence.

## 24. The Principal Word of the Subject

No matter how long the subject of a sentence may be, there is usually one word in it that is the principal word. How can you tell which is the principal word?

Read the following sentence several times, dropping one word after another from the subject :

The cheerful little girl was working hard at her lesson.

It is easy to see that you can drop *The*, *cheerful*, and *little*, without any serious harm, for you still have the sentence

Girl was working hard at her lesson.

If, however, the word *girl* is dropped, the sentence is gone, even if all the other words of the subject are kept. "The cheerful little ---- was working hard at her lesson" does not make sense. It is unfinished. It is not a sentence.

This shows how important the word *girl* is in the subject of that sentence. *Girl* is the most important word ; it is the **principal word of the subject**.

**Exercise.** 1. Read the first sentence on page 55 without that word in the subject which is printed in italics. Notice whether you still have a sentence.

2. Now read the sentence again, but instead of dropping the word in italics keep that word and drop the other words of the subject. Have you still a sentence?

3. In the same way read each of the other sentences.

1. The old sailor's *boat* sank during the storm.
2. Several busy *children* were practicing.
3. A tall, blue-eyed young *man* smiled at us.
4. A thousand proud *schoolboys* marched gayly past.
5. Many, many pretty *flowers* were seen in that place.
6. A gigantic silver *airship* swung into view.

**Exercise.** Name the subject and the predicate of each of the following sentences. Then point out the principal word of the subject.

1. A big, round, red apple hung on the tree.
2. A little red-cheeked boy stood under the tree.
3. Several pupils from the sixth grade looked on.
4. The farmer's youngest son climbed the apple tree.
5. The red apple fell to the ground.
6. The red-cheeked boy picked it up.
7. Two good friends of the boy got a bite.
8. The boy's mother called.
9. The boy's mother called him.
10. She called again and again.
11. The little boy answered.
12. He answered after a while.
13. He answered his mother's call.
14. A famous traveler talked to the children.
15. The pupils listened intently.
16. Every person in the room listened with great interest.
17. Everybody in the room listened.
18. Many far-away countries had been seen by him.
19. The colored pictures were very interesting.
20. The three boys ran to the shipyard.



## 25. Nouns

The principal word of the subject of a sentence is usually a word that names something. It may name a person, as *boy, girl, conductor, baker*; it may name a place, as *street, city, station, library, Little Rock, Austin*; or it may name a thing, as *book, knife, shoe, clock*.

Such naming words are called **nouns**.

**Exercise.** 1. Which of the following nouns are the names of persons? Which are the names of places? Which are the names of things?

- |                |                  |            |            |
|----------------|------------------|------------|------------|
| 1. Chicago     | 11. plate        | 21. sailor | 31. pen    |
| 2. corner      | 12. London       | 22. box    | 32. fork   |
| 3. Annie       | 13. plumber      | 23. shelf  | 33. tree   |
| 4. city        | 14. pipe         | 24. pantry | 34. car    |
| 5. ship        | 15. Alfonso      | 25. attic  | 35. table  |
| 6. button      | 16. king         | 26. Tom    | 36. hall   |
| 7. dress       | 17. magazine     | 27. driver | 37. pupil  |
| 8. store       | 18. St. Nicholas | 28. floor  | 38. singer |
| 9. bakery      | 19. letter       | 29. chair  | 39. song   |
| 10. Longfellow | 20. stamp        | 30. rug    | 40. beach  |

2. Give several nouns, like *button, clock, pencil*, that name things; give several nouns, like *yard, hall, cellar*, that name places; give several nouns, like *man, woman, cook*, that name persons.

A noun is a word used as the name of something —  
a person, place, or thing.

## 26. Advertising for a Position

Some children like to earn money Saturdays or after school on other days. That is why you sometimes see advertisements like the following in the newspapers:

SITUATION WANTED. Boy, twelve, bicycle, run errands, deliver small parcels afternoons four to six, anxious to please. Telephone Harvey Riggs, Harrison 6937.

SITUATION WANTED. Dressmaker's helper, good at buttons, buttonholes, neat, quick. Afternoons four to six. May Pryor, 75 Elm St.

**Project.** Plan a "Wanted" column or page to be placed on the board. Each pupil will write one of the advertisements, asking for a position for himself. Bring a newspaper to school, in order that the advertisements on the board may be arranged as they are on the newspaper page. Perhaps a committee of pupils should take charge of the work, telling each pupil where and when to write his advertisement and seeing to it that all mistakes are corrected. Before beginning, prepare yourself by the following "Study":

**S  
T  
U  
D  
Y** Silently follow the directions and answer the questions below:

1. What kind of situation do you wish to find, so that you may earn money after school or Saturdays?
2. Perhaps your parents think you are busy enough in school without working after school. In that case pretend that you are looking for some kind of situ-

ation. In one school a pupil advertised for a position as chief cooky-taster in a bakery. He said he would attend strictly to business. Another wanted work as a lion tamer in a circus. This was a girl, and as proof of her courage she said that she was not afraid of mice. Still another pupil was very anxious to work in a candy factory. These advertisements made much fun.

3. What can you say to show that you are well fitted to do the kind of work for which you are asking? A bicycle will not help you in a candy factory, and a sweet tooth will be of no use in a telegraph office.

4. Why are these advertisements always very short? Only what is necessary is said, and every word that is not needed is omitted. Is this true of the advertisements you have seen? Look again.

**Writing.** Write your advertisement.

## 27. Memory Selection

“WHILE SHEPHERDS WATCHED THEIR FLOCKS  
BY NIGHT”

While shepherds watched their flocks by night,  
All seated on the ground,  
The angel of the Lord came down,  
And glory shone around.

“Fear not,” said he, for mighty dread  
Had seized their troubled mind;  
“Glad tidings of great joy I bring  
To you and all mankind.

"To you, in David's town, this day  
Is born of David's line,  
The Saviour, who is Christ the Lord,  
And this shall be the sign:

"The heavenly babe you there shall find  
To human view displayed,  
All meanly wrapped in swaddling bands,  
And in a manger laid."

Thus spake the seraph; and forthwith  
Appeared a shining throng  
Of angels, praising God, who thus  
Addressed their joyful song:

"All glory be to God on high,  
And to the earth be peace;  
Good will henceforth from Heaven to men  
Begin and never cease."

NAHUM TATE

## 28. Advertising in the "Help Wanted" Columns

When one is looking for a position, the first thing one usually does is to look through the "Help Wanted" columns of a newspaper. Advertisements like these are printed there:

BOY WANTED. Messenger with bicycle, past sixteen years of age or having school permit. Inquire Western Union.

SCHOOLGIRL WANTED. Alert, with pleasant voice, to read to elderly lady afternoons four to six. Telephone Mrs. Lowden, Grasmere 5529.

**Class Conversation.** Bring a newspaper to school and read to your classmates the most interesting advertisements you can find in the "Help Wanted" columns. Talk these questions over:

1. Why are these advertisements so short? Would it be better if they could be longer?
2. Do most of the advertisements name the pay that may be expected?
3. Do they describe the kind of work to be done? Is this important?
4. What else do they say?

S  
T  
U  
D  
Y

Working alone, answer the following questions to prepare yourself for writing a "Help Wanted" advertisement.

1. Pretend that you are grown up and need some kind of help. Perhaps you are the owner of a factory that needs men and women in its work?
2. For what kind of helpers will you advertise? What kind of work have you for them to do?
3. What can you say that will make readers of your advertisement think they would like to work for you?

**Writing.** Write your advertisement. When you have finished it, as well as looked it over for mistakes, copy it on the board in the "Help Wanted" column there.

**Correction.** The class will talk the advertisements over, praising their good points and calling attention to errors, which should of course be corrected at once.



Perhaps you do not know that this "Help Wanted" column will be read with much interest by the boys and girls who are looking for positions and therefore answering advertisements in the following section.

**29. Letter Writing: Answering a "Help Wanted" Advertisement**

A boy who had learned from the "Help Wanted" columns that Stout & Co. wanted an office boy during the summer vacation wrote them as follows:

231 Stanley Road  
Dallas, Texas  
June 12, 1931

Messrs. Stout & Co.  
954 Hilltop Street  
Dallas, Texas

Dear Sirs:

I wish to apply for the position of office boy advertised by you in this morning's *Star*.

I am thirteen years old. My record in school work has been good, and if you will telephone my teacher, Miss Brown, Main 3434, she will be glad to answer questions about me.

Respectfully yours,  
Alfred C. Conklin

**Class Conversation.** Talk over with your classmates these questions about Alfred's letter :

1. Is the heading of the letter, which is a business letter, written as you write the heading of a letter to a friend?

2. Have you noticed that above the greeting Alfred wrote the name and address of the company to whom the letter is to go?

3. Does the ending of the letter differ from the ending of a letter to a friend?

4. What does the first paragraph of the letter tell? What is the second paragraph about?

5. Would it have been better if Alfred had told more about himself? What else do you think he should have told?

**Writing.** Select one of the "Help Wanted" advertisements on the board and write a letter applying for the position. Arrange your letter exactly like Alfred's. Send it to your classmate through the class post office.

### 30. Using Punctuation Marks Correctly

The following unpunctuated paragraphs are really letters. They do not look like letters. Notice how hard it is to read them in this unpunctuated form. The reason for punctuation marks is that they help us in our reading. They tell where a sentence ends. They tell whether a sentence is a statement or a question. They tell other useful things.

My Vacation.  
Just a few days before  
we were ready to go to  
the north for the  
summer I received a  
letter from my uncle  
who was a ranch in  
Wyoming.  
So I went out west  
instead of going with  
the family and when  
I came home to find me  
a pony quite white.

The Enamel.  
When I got home the  
dent right my mother  
asked me to go to the  
drug store when I  
got about the clerk  
gave me a little  
bottle which I could  
keep. That was a  
real surprise.  
Marry Swann

and when we got a long  
way into the woods we  
discovered a large cave  
which had an opening  
on the other side of the  
hill.  
Some day I hope I can  
go back and explore it  
thoroughly to see if any  
other of Williams had  
been any thing there.  
My friend Joe will  
go with me.  
William

ren  
sy

44  
5



THE BULLETIN BOARD

## I

546 Elm St Meridian Miss Nov 12 1930 Dear Sir Your advertisement in this morning s paper for a clever boy to work your examples for you is exactly what I ve been looking for I like to help stupid people and I am so quick in arithmetic that this kind of work is fun for me I ll be glad to take the position at five cents for each example When can I begin Your capable classmate John Sharp

## II

73 Mountain Ave Denver Colo Dec 10 1930 Dear Madam I am answering your advertisement for a careful girl to correct your letters for you I am just the girl you want for I can copy a letter without making a mistake Yes I can write very neatly too You will have to pay well for an expert like me I ll do the work at the rate of two cents for each mistake corrected and ten cents for each letter copied Respectfully yours Amelia Good

## III

88 Pleasant Ave Jacksonville Fla Dear Sir I have read your advertisement asking for a boy who will take your spankings for you I shall be glad to take the position I have had much experience in this work All I ask for pay is that you take all my spankings for me Very truly yours Frank Smiley

**Writing.** Copy the first paragraph given above, arranging it as a letter and inserting punctuation marks wherever they are needed. Perhaps the teacher will ask you to copy it on the board.

**Correction.** Ask one or two classmates to help you as you look your letter through for mistakes.

1. In the heading of the letter have you placed a comma (,) between the name of the city and the name of the state?

2. Have you followed every abbreviation in the letter with a period?

3. Have you placed a comma between the day of the month and the year?

4. Is there a colon (:) after the greeting?

5. Is the first line of the body of the letter indented?

6. Have you placed a period (.) after every sentence that is a statement?

7. Have you placed a question mark (?) after every question?

8. If there is a quotation in the letter have you used quotation marks (" ") before and after it?

9. Have you separated the quotation from the rest of the sentence by means of a comma or other mark?

10. Have you used the apostrophe (') in words that are contractions, like *don't* or *I'll*?

11. Have you used the apostrophe in words that show possession, like *John's* or *boy's*?

12. Have you placed a comma after *yes* and *no* in sentences like the following?

Yes, we are glad to be here.

### 31. Singular and Plural

Notice the two lists of nouns below, side by side. In the list at the left are twenty-five nouns each of which means *one* person, place, or thing. Such nouns are



called **singular nouns**. In the list at the right are twenty-five nouns each of which means *two or more* persons, places, or things. These are called **plural nouns**.

## SINGULAR NOUNS

(that is, meaning *one*)

1. hat
2. shoe
3. house
4. box
5. dress
6. patch
7. potato
8. cargo
9. piano
10. key
11. donkey
12. baby
13. lady
14. story
15. roof
16. wife
17. leaf
18. man
19. woman
20. child
21. foot
22. tooth
23. mouse
24. goose
25. sheep

## PLURAL NOUNS

(that is, meaning *two or more*)

1. hats
2. shoes
3. houses
4. boxes
5. dresses
6. patches
7. potatoes
8. cargoes
9. pianos
10. keys
11. donkeys
12. babies
13. ladies
14. stories
15. roofs
16. wives
17. leaves
18. men
19. women
20. children
21. feet
22. teeth
23. mice
24. geese
25. sheep

**Writing.** 1. Write the plural nouns for the list at the left. While you are doing this, keep the list at the right covered. Look up in the dictionary the plural nouns that you do not know. Do not refer to the list at the right until your own list is finished.

2. In the same way write the singular noun for each plural noun in the list at the right.

### 32. Correct Usage: *lie* and *lay*

Nobody ever makes a mistake in using the word *lay*, which means *place* or *put*. Everybody says the following correctly :

Please *lay* the book on the table.

He was *laying* the rug on the floor.

The men *laid* the carpet carefully.

I *have laid* my books on the chair.

The trouble is made by the word *lie*, meaning *rest*, *remain*, *be in a place*. Notice the correct and incorrect uses below :

If you are tired, *lie* on this lounge.

(NOT *lay* on this lounge)

The dog was *lying* before the warm fire.

(NOT *laying* before the warm fire)

The fallen tree *lay* on the ground.

(NOT *laid* on the ground)

There it *has lain* for years.

(NOT *has laid* for years)

There it *lies* today.

(NOT *lays* today)

**Exercise.** 1. Read the following sentences aloud. As you do so, use in place of each of the words printed in italics one of the words *lie, lying, lay, lain*.

1. The bundle *rests* on the floor.
2. The fallen tree is *resting* on the lawn.
3. The wounded soldier *rested* on the floor of the truck.
4. They had found him *resting* on the wet ground.
5. What is that *resting* on the park bench?
6. He *remained* on the bench all evening.
7. The book has *remained* there a week unopened.
8. That old hat has *been* on that shelf a year.
9. It was *resting* there peacefully two years ago.
10. It *is* in that place now.
11. He *remained* on the ground motionless a full minute.
12. The hose *remains* where we dropped it yesterday.
13. Somebody has *rested* on my bed.
14. *Rest* in this hammock where you *rested* the other day.
15. She is *resting* where she *rested* yesterday.

2. Now read the sentences above faster, using *lie, lying, lay, and laid* where they belong.

**Test.** Write on a sheet of paper the numbers 1 to 26. Opposite each number write the correct word from the parenthesis of the same number in the drill sentences beginning on page 69. Write rapidly, as the time for this test is limited to a few minutes. When you have finished, mark a cross opposite each incorrect word as the teacher or a pupil reads the correct ones. What

does this test show you? Do you need the drill below? If not, write an "Item of Interest" (see page 70) for the entertainment of the class.

**Drill in Correct Usage.** 1. As you read the following sentences aloud, choose the correct word or words from each parenthesis:

1. Please do not (lie <sup>1</sup> lay) on the damp ground.
2. (Lay <sup>2</sup> Lie) this blanket down first.
3. John is (lying <sup>3</sup> laying) it down for you.
4. Here (lies <sup>4</sup> lays) the board that (laid <sup>5</sup> lay) here yesterday.
5. Who (laid <sup>6</sup> lay) it here? There it (lays <sup>7</sup> lies).
6. The men were (lying <sup>8</sup> laying) the new carpet.
7. An old carpet was (lying <sup>9</sup> laying) there last week.
8. My father (laid <sup>10</sup> lay) it long ago. There it (laid <sup>11</sup> lay) many years.
9. What is that (laying <sup>12</sup> lying) on the grass?
10. There it (lies <sup>13</sup> lays). There it (laid <sup>14</sup> lay) an hour ago.
11. Where was it (lying <sup>15</sup> laying) yesterday?
12. It is (lying <sup>16</sup> laying) where I (lay <sup>17</sup> laid) it yesterday.
13. If you are tired, (lay <sup>18</sup> lie) down.
14. If you are tired, (lie <sup>19</sup> lay) your bundle down.
15. He was tired and (laid <sup>20</sup> lay) down.

16. He was tired and (laid <sup>21</sup> lay) his bundle down.
17. When we have been tired we have (laid <sup>22</sup> lain) down.
18. When tired, we have (laid <sup>23</sup> lain) our bundles down.
19. (Lay <sup>24</sup> Lie) here where I have (laid <sup>25</sup> lain) this rug.
20. You were (lying <sup>26</sup> laying) on this rug the other day.

2. Read the twenty drill sentences again, faster, but still correctly and distinctly. Do it several times, until you can do it very rapidly.

### ° *Items of Interest*

Little happenings of interest occur each day in the life of every boy and girl. Use your spare time by writing about one of those little happenings. Does the following list remind you of some experience of your own about which to write?

1. The Cat that Returned
2. A Canary that Would Not Sing
3. An Unexpected Visitor
4. Grandfather Learns to Drive a Car
5. The Lost Library Book
6. I Break My Friend's Pocketknife
7. My First Experience with a Sewing-Machine
8. The Canceled Postage Stamp
9. Hurrying to the Grocery
10. Watching Mother Bake Pies



### 33. Expressing Ownership or Possession

A book belongs to John. We call it John's book. We place 's after the word *John* and in this way make the word *John* show ownership or possession. The little mark (') before the s in 's is called an **apostrophe**.

Notice how each of the nouns in the list below is changed to show ownership or possession by our adding apostrophe and s to it.

1. John	John's	9. men	men's
2. Mary	Mary's	10. women	women's
3. boy	boy's	11. child	child's
4. girl	girl's	12. children	children's
5. man	man's	13. Thomas	Thomas's
6. woman	woman's	14. boss	boss's
7. lion	lion's	15. Jones	Jones's
8. tiger	tiger's	16. donkey	donkey's

**Writing.** 1. Write a sentence containing at least one of the nouns above that end in apostrophe and s ('s). Several pupils may write on the board. You might write a sentence like one of these:

The boy's cap lay on the chair.

Thomas's cap was on his brother's head.

The old man's son talked with Mary's friend.

Men's and women's shoes are for sale here.

2. Write three sentences each containing at least two nouns that express possession. These nouns may be taken from the list above.

*Plural Nouns Ending in s*

Some nouns, like those above, add 's to show possession, but there are others that add only apostrophe. This is true of the nouns in the following list :

- |           |         |             |           |
|-----------|---------|-------------|-----------|
| 1. horses | horses' | 6. monkeys  | monkeys'  |
| 2. dogs   | dogs'   | 7. snakes   | snakes'   |
| 3. boys   | boys'   | 8. birds    | birds'    |
| 4. girls  | girls'  | 9. chickens | chickens' |
| 5. riders | riders' | 10. dancers | dancers'  |

Two things are true of each of these nouns : (1) each one is plural, and (2) each one ends in s.

Do you understand this rule?

To express ownership or possession all nouns add apostrophe and s ('s) except those that are plural and end in s. Those add an apostrophe only.

**Exercise.** What is the difference in meaning between the two sentences in each of the following pairs?

1. The horse's hoofs were heard.  
The horses' hoofs were heard.
2. I saw the turtle's eggs.  
I saw the turtles' eggs.
3. The weasel's sharp eyes saw the birds' eggs.  
The weasels' sharp eyes saw the bird's eggs.
4. On the ground lay the riders' belongings.  
On the ground lay the rider's belongings.

5. The boy's marks were higher than the girl's marks.  
The boys' marks were higher than the girls' marks.
6. The dog's bark is worse than his bite.  
The dogs' bark is worse than their bite.
7. This is the rabbit's coop.  
This is the rabbits' coop.
8. We watched the dancers' graceful movements.  
We watched the dancer's graceful movements.
9. The lady's gloves lay on the chair.  
The ladies' gloves lay on the chair.
10. The woman's shoes were muddy.  
The women's shoes were muddy.

**Writing.** Write a sentence containing a plural noun not ending in *s* that expresses possession; another sentence containing a singular noun expressing possession; still another containing a plural noun ending in *s* that expresses possession.

**Correction.** With the help of a classmate, correct your sentences if any mistakes are found in them.

**Exercise.** Fill each blank in the following sentences with the word in parenthesis changed to show possession :

- |                     |                                       |
|---------------------|---------------------------------------|
| ( <i>dancer</i> )   | 1. The ---- shoes were pretty.        |
| ( <i>cows</i> )     | 2. The ---- milk was rich.            |
| ( <i>men</i> )      | 3. We saw some ---- overcoats.        |
| ( <i>ladies</i> )   | 4. On the table lay the ---- bundles. |
| ( <i>lady</i> )     | 5. Is that a ---- handkerchief?       |
| ( <i>soldiers</i> ) | 6. The ---- letters came at last.     |
| ( <i>sailor</i> )   | 7. What is so jolly as a ---- life?   |

### 34. Writing Letters of Recommendation

Business men sometimes receive letters like this one :

**THOMAS J. DEARBORN**

**ATTORNEY AT LAW**

**79 Bellevue Street, Clinton, Missouri**

January 3, 1931

The Johnson Box Co.  
44 Railroad Street  
Clinton, Missouri

Dear Mr. Johnson:

Fred Knott, who worked in my office last summer, asks me to write this letter recommending him. He says he has applied to you for a situation for Saturdays. I am glad to say that he did very well for me. I found him capable, quick, neat, punctual, and reliable.

Very truly yours,  
Thomas J. Dearborn

**Class Conversation.** What are some of the good points of this letter of recommendation? Of course the letter is correct. Heading, greeting, and the other parts are written as they should be in a business letter. Does the letter tell the right things about Fred? Is there anything that might have been added? Talk these things over with your classmates.

**Writing.** In order to make sure that you know the correct form of a business letter, copy the one above. Print the business heading. Remember to leave wide margins and to write the date, the greeting, and the ending as shown on page 74.

**Correction.** With a classmate or two examine your letter for mistakes. Correct these. The neatest copies may be placed on a chart for visitors to see.

### *Recommending Your Classmates*

**Project.** In the spirit of fun you might pretend that one of your classmates is the owner of a circus and is looking for a juggler. Write him a letter recommending some pupil for the position. Other pupils will write other letters of recommendation. You can see what surprises there will be when the best of these letters are read aloud. Of course they must be good-natured letters, hurting no one's feelings.

Perhaps the following list of positions will help you decide which one to write about in your letter:

- |                       |                       |
|-----------------------|-----------------------|
| 1. Messenger boy      | 10. Peanut boy        |
| 2. Clown              | 11. Fortune teller    |
| 3. Stenographer       | 12. Berry picker      |
| 4. Manager            | 13. Candy clerk       |
| 5. Wild man of Borneo | 14. Dishwasher        |
| 6. Waffle man         | 15. Actress           |
| 7. Aviator            | 16. General           |
| 8. Horseback rider    | 17. Dancer            |
| 9. Cook               | 18. Trapeze performer |



**35. Memory Selection****YOUR FLAG AND MY FLAG**

Your flag and my flag,  
And how it flies today  
In your land and my land  
And half the world away!  
Rose-red and blood-red  
The stripes forever gleam;  
Snow-white and soul-white —  
The good forefathers' dream —  
Sky-blue and true blue, with stars to gleam aright —  
The gloried guidon of the day; a shelter through the night.

Your flag and my flag!  
To every star and stripe  
The drums beat as hearts beat  
And fifers shrilly pipe!  
Your flag and my flag —  
A blessing in the sky;  
Your hope and my hope —  
It never hid a lie!  
Home land and far land, and half the world around,  
Old Glory hears our glad salute and ripples to the sound.

Your flag and my flag!  
And, oh, how much it holds —  
Your land and my land —  
Secure within its folds!  
Your heart and my heart  
Beat quicker at the sight;

Sun-kissed and wind-tossed —

Red and blue and white.

The one flag — the great flag — the flag for me and you —  
Glorified all else beside — the red and white and blue!

WILBUR D. NESBIT

### 36. Making Your Meaning Clear

Can you solve the problem below? If you can, do not tell how, until you have read the directions on page 78.

#### THE MAN, THE FOX, THE GOOSE, AND THE CORN

A man once made a journey with a fox, a goose, and a bag of corn. All went well until he came to a broad stream over which led an old bridge. The bridge was so rickety that our traveler dared not cross with more than one of his three attendants at a time. This meant that he would need to cross not less than three times, and the question was, Should he take the fox first, or the goose first, or the corn first?

It was a puzzling question. If he took the fox first, the goose would eat the corn while he was taking the fox across. If, on the other hand, he took the corn first, the fox would eat the goose while the corn was being carried over the stream.

"Aha!" he cried at last, "I will take the goose first, and leave the fox with the corn. The fox does not eat corn."

Having done this, he returned for the fox or the corn. But which? If he took the fox and left him with the goose on the other side, the

fox would eat her while the man was fetching the corn. Neither would it do to carry the corn to the goose and leave it with her while returning for the fox.

What to do? He finally did manage it, but how?

### *How to Make Your Meaning Clear*

Can you explain to others how you have solved this problem? It will be easier for you to explain if you remember the following three things:

1. To use short sentences.
2. To begin the parts of your explanation with such guideposts as *first*, *second*, *third*.
3. To make a drawing. In this case you might draw two lines to show the two sides of the stream.

**Speaking.** Give your explanation, remembering that the class is listening alertly to everything you say.

-----  
 P : Was your explanation clear? What does the  
 R : class tell you about that? How might you have  
 A : done better? Try to improve your explanation.  
 C : Show your classmates that you can, even if you  
 T : have to try more than once before you succeed.  
 I :  
 C :  
 E :  
 -----

### **37. Pronouncing Correctly**

*Th* has two sounds: one as in *thin*, *think*, *thing*, *thank*, *thought*, *thump*, *throw*, *thimble*; the other, a slightly different sound, as in *then*, *than*, *this*, *that*, *there*, *the*, *them*, *thus*.

## A

*th* as in *thin, thump*

thief	thing
third	thorn
thick	thought
three	nothing
through	thrifty
thread	anything
thousand	something
thunder	bath
thirsty	tooth
thank	teeth
throw	cloth
thimble	both

## B

*th* as in *then, than, smooth*

this	leather
that	smooth
there	laths
these	baths
those	paths
the	mouths
they	breathe
them	then
with	thou
within	thy
without	thine
weather	therefore

**Pronouncing.** 1. Speaking distinctly, pronounce the words under *A* several times.

2. Pronounce the words under *B*.

If you have trouble pronouncing these words, try to say them with the tip of the tongue extended between the upper and lower teeth. This position of the tongue often makes it easier to say these *th* sounds.

### 38. Adjectives

One word in each of the following groups is a noun ; that is, a word used to name a person, place, or thing :

1. friendly dogs

2. unfriendly dogs

3. brave dogs

4. strong dogs

5. several soldiers

6. some boys

7. those boys

8. those big boys

9. this white cloth

10. that table

**Exercise.** In each of the groups above, which word is the noun and which word describes or points out the noun?

Words are often added to nouns to point them out or describe them. So in group 1 above, *friendly* describes the noun *dogs*; in group 4, *strong* describes the noun *dogs*; and in group 9, *this* and *white* describe and point out the noun *cloth*.

Such words that point out or describe nouns are called **adjectives**.

As you have seen, some adjectives describe by pointing out, as, *that* dog, *this* cat, *those* boys, *these* girls.

Some adjectives are very weak as describing words. Notice the adjectives — each one printed in italics — that are added to the nouns in the following groups:

- |                        |                      |                       |
|------------------------|----------------------|-----------------------|
| 1. <i>some</i> child   | 5. <i>much</i> sugar | 9. <i>both</i> kites  |
| 2. <i>any</i> child    | 6. <i>a</i> house    | 10. <i>each</i> skate |
| 3. <i>every</i> child  | 7. <i>the</i> house  | 11. <i>most</i> books |
| 4. <i>many</i> animals | 8. <i>an</i> animal  | 12. <i>few</i> cars   |

**Exercise.** In each of the following sentences (1) find a noun, and (2) name some of the adjectives that are used with it to point it out or describe it:

1. Some mischievous child must have been here.
2. Much brown sugar was eaten.
3. An old house stood there.
4. The friendly farmer smiled at us.
5. A big red apple fell down.
6. Few new cars passed.



7. Both kites flew well.
8. Each happy pupil told what he had seen.
9. This old book is very interesting.
10. Those wooden fences are tumbling down.

An adjective does not always precede the noun which it describes. Notice the adjectives in *italics* in the following sentences :

The *black* horse stood before us.

The horse, *black*, *strong*, and *young*, stood before us.

The horse is *young* and *strong*.

The horse is *black*.

The *smooth green* lawn was being mowed.

The lawn was *smooth* and *green*.

An adjective is a word used with a noun to point it out or describe it.

### 39. Avoiding the Use of Worn-Out Adjectives

Although there are thousands of adjectives in the language, some pupils, and some older people, too, are satisfied with using only a few of them. They say a *good* dinner, a *good* pencil, a *good* rope, and *great* weather, a *great* athlete, a *great* automobile, as well as *some* book, *some* hat, *some* dress, and the like. It is no wonder that these adjectives, *good*, *great*, *some*, and a number of others — *fine*, *nice*, *wonderful*, *beautiful*, and *awful* — have become worn-out from overuse.

**Exercise.** The following sentences contain worn-out adjectives. Improve these sentences by giving a fresh, clear-cut, and telling adjective for each one printed in italics.

1. After a *good* dinner I sat down to read a *good* book.
2. The *great* athlete played a *great* game.
3. She wore a *nice* dress and a *wonderful* hat.
4. It was *some* game, and there was *some* crowd.
5. It was a *wonderful* day, and we had a *wonderful* time.
6. They have a *nice* house and are very *nice* people.
7. It was a *great* privilege to see that *great* man.
8. He has had a *great* career and made a *great* name.
9. I feel *fine*. Who wouldn't feel *fine* on a *fine* day?
10. They played a *fine* game, and they had a *fine* crowd.

**Drill.** As you read the sentences above several times, use better adjectives in place of those in italics. Try to read without pausing to think of suitable adjectives. Have these on the tip of your tongue. Perhaps the teacher will time you as you read, but of course only correct and distinct reading counts. No one cares to know how fast you can read while running your words together and making mistakes.

#### 40. Describing a Person

In the following paragraph Robinson Crusoe, in his old-fashioned English, gives a description of the young man whom you remember he saved from the cannibals:

## ROBINSON'S MAN FRIDAY

He was a comely handsome fellow, perfectly well made, with straight, strong limbs, not too large; tall and well-shaped, and, I reckon, about twenty-five years of age. He had a very good countenance, not a fierce and surly aspect, but seemed to have something very manly in his face, and yet he had all the sweetness and softness of a European in his countenance too, especially when he smiled. His hair was long and black, not curled like wool; his forehead very high and large, and a bright vivacity and sparkling sharpness in his eyes. The color of his skin was not quite black, but very tawny; and yet not of an ugly yellow nauseous tawny, as the Brazilians and other natives of America are, but of a bright kind of dun olive color, that had in it something very agreeable, though not very easy to describe. His face was round and plump, his nose small, a very good mouth, thin lips, and his fine teeth well set and white as ivory. — DANIEL DEFOE, "Robinson Crusoe"

## STUDY

Silently read and answer the following questions, as you study how to describe a person:

1. What did Robinson probably notice first when he looked Friday over — that he had thin lips and fine teeth or that he was a handsome fellow?

2. What does Robinson tell about first? What does he tell last? Is it true that he tells first what he noticed first?

3. Can you think of anything important in Friday's appearance that is not mentioned by Robinson but that you would like to know about?

4. Do you get a clear picture of Friday? Did he look like an Indian?

5. If you were describing yourself, what would you say first?

6. What are some of the other things you would tell about your looks?

**Writing.** If you were Friday, Robinson would have written a different description. Write that description. Take one point after another as Robinson does, but change each one to fit yourself. Make the description only long enough to give a clear picture of yourself.

#### 41. The Principal Word of the Predicate of a Sentence

**Exercise 1.** Using the first of the numbered groups of words below as the subject of a sentence, add a predicate (1) of one or two words, and (2) of half a dozen or more words.

2. In the same way add predicates to each of the other groups.

1. Robinson Crusoe

4. Her story

2. The young Indian

5. The boy's speech

3. The lost aviator

6. Her clear voice

The predicate of a sentence may be long or short; but no matter how long it is, there is always one word in it that is the principal word.

The principal word has been left out of the predicate of the following sentence :

The old man ---- about the story.

Now the sentence no longer means anything. It does not tell a complete thought. It is no longer a sentence. But it becomes a sentence and makes sense when we add an important word :

The old man *inquired* about the story.

The old man *laughed* about the story.

The old man *thought* about the story.

The old man *told* about the story.

The old man *worried* about the story.

The word we added is the principal word of the predicate. As you see in these sentences, the principal word of the predicate tells what the subject of the sentence does (or did) — he *inquired*, he *laughed*, he *thought*, he *told*, he *worried*.

**Exercise.** Name the subject of each of the following sentences. Name the predicate; then name the principal word of the predicate. In some of the sentences this is in italics. Point it out in every sentence.

1. The old man *laughed* over the amusing picture.
2. The old man walked with his friend in the woods.
3. The old man sang to himself by the window.
4. The old man shot twice at the suspicious object.
5. The old man agreed with his son.
6. Several brown birds *sang* in the garden.



7. Several brown birds sang in the garden every morning.

8. The schoolgirl *danced* happily about in the room.

9. The schoolgirl hummed to herself in the room.

10. The schoolgirl studied by herself in the quiet room.

11. The circus *entered* the town in the early morning.

12. A wall surrounded the town.

13. The girls sketched several buildings in the town.

14. An airplane *buzzed* far up in the sky.

15. An airplane burned far up in the sky.

16. The whistle blew long and noisily.

17. The whistle stopped suddenly after a minute or two.

18. The animal fought fiercely.

19. The animal escaped in the brush quite easily.

20. The animal waited quietly among the bushes.

## 42. Verbs

In the sentences you have just been studying did you notice that the principal word of the predicate is always a word like *waited*, *fought*, *blew*, *buzzed*, *danced*? This kind of word is called a **verb**.

Verbs like *danced*, *shouted*, *buzzed*, and *fought* express much action. All verbs do not express so much. Some, indeed, express very little action. Notice those in the following sentences :

1. They *live* by the river.

2. The girl *has* a new dress.

3. The flower *smells* sweet.

4. The farmer *appeared* old.

5. The weather *continued* pleasant.
6. The stranger *looked* friendly.
7. The water *seems* warm.
8. This man *is* my father.
9. My father *was* in town yesterday.
10. I *am* here.
11. Those children *have* balloons.
12. The stranger *looks* suspicious.
13. Five airplanes *were* in the field.
14. One airplane *is* there now.
15. The pilot *was* here yesterday.

**Exercise.** 1. Name the subject and the predicate of each of the sentences above. The verb is in italics.

2. Point out the verb in each of the following sentences. Tell whether it expresses much action or very little.

1. The swimmer leaped into the water.
2. The captain stood on the deck.
3. The women screamed.
4. One of the women is here.
5. She seems perfectly well.
6. The grocer sells sugar.
7. His wife scrubbed the counter clean.
8. His children are in school.
9. One of his boys quarreled with another boy.
10. The two boys fought in the schoolyard.
11. The two boys are sorry now.
12. The principal scolded them roundly.
13. The two boys look untidy.
14. The conductor lives in that house.
15. The wind wrecked our neighbor's garage.

Sometimes a group of two or more words does the work of a single verb. That is true in some of these sentences :

1. John *lives* here.
2. John *is living* here now.
3. John *has lived* here many years.
4. John *has been living* here many years.
5. John *will be living* here another year.

We may give the name *verbs* to groups like *has lived* and *will be living*. They are also called verb phrases.

**Exercise.** Name the subject and the predicate of each of the following sentences. Then point out the verb.

1. The girl worked in her garden.
2. Several sailors were talking together.
3. The rain fell thick and fast.
4. The rain is falling now.
5. The sun will be shining in the morning.
6. A Spanish soldier stood at the entrance of the palace.
7. The Americans rushed forward toward the doors.
8. The American flag was flying over the fort.
9. A team of horses was running away.
10. This horse belongs to me.
11. My aunt's parrot screamed.
12. That parrot is screaming much of the time.
13. The airplane was lost in the Atlantic Ocean.
14. Two children were in it with their father and mother.
15. They landed on the wild shore of an island.



16. No one lived there.

17. A stone house had been built on it years before by an unknown person.

18. The climate was most agreeable.

19. Many strange birds flew about.

20. One day a huge airplane passed overhead too high for a signal.

A word that tells what the subject of the sentence does is called a verb.\*

### 43. Telling the Story of a Picture

There can be no doubt about it, that huge airplane has just been wrecked. How lucky the occupants are, nevertheless. They might have been wrecked far away from any land. It looks as if they had not been hurt. That level beach saved them. But where are they? And who are they?

**Class Conversation.** Talk over these questions with your classmates:

1. Who are the four persons getting out of that wrecked airplane?

2. Where were they going when the accident happened?

3. Could it be that they were crossing the Atlantic in order to be the first family to make that long and dangerous flight?

\* Provisional definition. See Teachers' Manual.



4. What kind of trees are those just back of the shore?
5. Does it seem likely that anybody will ever be able to find them in this out-of-the-way place?

S  
T  
U  
D  
Y

As you study the picture and prepare yourself to tell a story about it, silently read and answer the following questions:

1. Where will you begin your story — with the wreck of the airplane or with the planning of the trip long before that?

2. What names will you give the boy and the girl? They are just about your own age, are they not?

3. What are some of the things that might happen after these four people have got out of the airplane and looked around awhile?

4. Is it possible that they will spend the rest of their days on that island, if it is an island?

5. How are they more fortunate than Robinson Crusoe?

6. In what way might they be rescued?

7. With what promising sentence will you begin your story?

**Team Story-Telling.** The whole class is to tell this story, one pupil after another telling a part and each beginning where the other left off.

### *Inventing a Title*

**Class Conversation.** Suitable titles may now be suggested for both picture and story. Perhaps one title

will fit both. The class will talk these over. The best ones may be written on the board. Which words in them should begin with capital letters? Can you invent better titles than the following?

The American Family Robinson  
An American Family Playing Robinson Crusoe  
Plane Wrecked on a Golden Island

#### 44. Correct Usage: Verbs

Perhaps you did not know that you were studying verbs when you were learning the correct use of *saw* and *seen*, *did* and *done*, and others like them. These will now be studied again, together with one pair of verbs that has not yet been taken up, *tore* and *torn*.

Notice the correct use of *tore* and *torn* as shown in these sentences:

1. She *tore* her handkerchief. (NOT She *torn*)
2. Her handkerchief *is torn*. (NOT handkerchief *is tore*)
3. She *has torn* it before. (NOT She *has tore*)
4. I *have not torn* mine. (NOT I *have not tore*)

The verb *tore*, you see, should not be used with helping words, such as *is*, *was*, *has*, *have*, *had*. These helping words are used with *torn*.

- |                  |                   |
|------------------|-------------------|
| 1. is torn       | 6. have torn      |
| 2. was torn      | 7. had torn       |
| 3. has been torn | 8. has torn       |
| 4. is not torn   | 9. has not torn   |
| 5. was not torn  | 10. have not torn |

**Exercise.** 1. To accustom your ears and tongue to the correct verb forms, repeat the ten groups of words above several times as rapidly as you can without speaking indistinctly. Read the list until you can almost say it from memory.

2. Give sentences containing the ten groups above.

**Test.** Write rapidly on a sheet of paper the correct word from each numbered parenthesis in the following sentences. First of all, write the numbers 1 to 35 on your paper.

1. I (saw <sup>1</sup> seen) that my coat was (tore <sup>2</sup> torn).
2. Who has (tore <sup>3</sup> torn) my coat? Who (did <sup>4</sup> done) it?
3. I have never (tore <sup>5</sup> torn) my coat before.
4. It was (lying <sup>6</sup> laying) on the grass.
5. Somebody (come <sup>7</sup> came) and (tore <sup>8</sup> torn) it.
6. Perhaps Fido (came <sup>9</sup> come) and (torn <sup>10</sup> tore) it.
7. It was not (torn <sup>11</sup> tore) before he (come <sup>12</sup> came).
8. Where has Fido (went <sup>13</sup> gone)? Have you (saw <sup>14</sup> seen) him?
9. He has (ate <sup>15</sup> eaten) the sleeve of my coat.
10. Then he (ran <sup>16</sup> run) away and (drank <sup>17</sup> drunk) water.
11. I shall (teach <sup>18</sup> learn) him a lesson.
12. Where (was <sup>19</sup> were) you when you (saw <sup>20</sup> seen) him?

13. (May <sup>21</sup> Can) I go with you? (Can <sup>22</sup> May) you read Spanish?
14. He (don't <sup>23</sup> doesn't) know Spanish. We shall have to (learn <sup>24</sup> teach) him.
15. Have you ever (spoke <sup>25</sup> spoken) or (written <sup>26</sup> wrote) that language?
16. The water was (frozen <sup>27</sup> froze) and the pitcher was (broke <sup>28</sup> broken).
17. (Sit <sup>29</sup> Set) here while I (learn <sup>30</sup> teach) you.
18. Someone has (threw <sup>31</sup> thrown) a stone at our window.
19. When I (came <sup>32</sup> come) to school the last bell had (rung <sup>33</sup> rang) and the first song had been (sang <sup>34</sup> sung).
20. Have you ever (sang <sup>35</sup> sung) that song?

**Drill in Correct Usage.** Read the drill sentences, above, choosing the correct words as you read and increasing your speed with each reading until you have an excellent record.

### ° *Class News and Views*

You have done your very best writing for the bulletin board. Some of the items which appear on it are surely worth keeping. Why not copy for yourself one or two of the items that you like best, which were written by your classmates? These, with your own items, could be saved by pasting them on the pages of a book.







THE FLOATING BOTTLE

## 45. Letter Writing

You, your brother or sister, and your parents have now been on that lonely island, like four Robinson Crusoes, several years, and no one has appeared to rescue you. Although your father has repaired the airplane, you cannot fly to America or Europe because you have no gasoline. What to do? One day you have a clever idea. You decide to write a letter, to seal it in a bottle, and to throw this into the sea in the hope that it may be carried by the waves to where someone will see it and fish it out.

STUDY

Prepare yourself to write that letter by silently reading and answering the following questions:

1. What heading will you write for your letter?
2. To whom will you address the letter? What greeting will you use?
3. What is the most important thing for you to say in that letter?
4. With what promising sentence will you begin?
5. Can you think of a suitable ending?
6. How will you sign the letter?

**Writing.** Write your letter. You do not know who will find and read it. Whoever he is, you do not want him to think that you cannot write a neat and correct letter. Possibly, when your surprising letter is found, if it is ever found, it will be printed in all the newspapers of the world. Think of that! If there is

anything that you do not remember about the writing of a letter and its different parts, look it up in this book before you go on.

**Correction.** With a classmate, read your letter, as well as his, for mistakes and correct these.

### *Finding the Letter in the Floating Bottle*

Instead of sealing your letter in a bottle and throwing this into the ocean, drop your letter into a basket on the teacher's desk. When all the letters are in the basket, each pupil may draw one out as if he were fishing it out of the water. How surprised you will be to learn what has happened to your long-lost classmate! If you have received an entertaining letter, read it aloud to the class.

**Writing.** Lose no time in writing to your friend in distress. Tell him how you mean to rescue him. But how is your reply ever to reach him? By the same route that brought his letter to you, the sealed-bottle route. The best of these letters should be read aloud or made a part of your weekly or monthly bulletin board.

### **46. Reading a Poem Aloud**

Read this poem to yourself several times, enjoying more and more the picture it gives you. Then, with one or more classmates, practice reading it aloud until you can do so both clearly and pleasantly. Last of all, read it to the entire class for their enjoyment.

## THE DAFFODILS

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Outdid the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed — and gazed — but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

WILLIAM WORDSWORTH

### 47. Explaining Things

Probably there is something that you can make or do very well, perhaps a little better than most boys and girls. Are you skillful at doing or making one of the following things?

1. Folding paper so as to make odd things such as caps, ships, boxes
2. Handkerchief tricks
3. Saving a drowning person
4. Sleight-of-hand tricks
5. Mixing and baking soda biscuits that everyone will praise
6. Making some kind of homemade candy that is especially delicious
7. Building a radio set

**Speaking.** When you have planned your explanation and know just what to say first, what next, what after that, and so on to the end, give it. Begin with a promising sentence.

### 48. Adverbs

Notice how the following five sentences differ :

1. I am going.
2. I am going there.
3. I am going now.
4. I am going there now.
5. I am going there quickly.

In all but the first sentence the verb *am going* has one or more words added to it. These words, *there*,



*now*, and *quickly*, tell where, when, and how I am going. They add to the meaning of the verb *am going*. It is easy to see why words of this kind have been called *ad-verbs* — **adverbs**.

The words in this list are adverbs :

here	then	loud	down
there	soon	distinctly	forward
everywhere	always	pleasantly	backward
again	far	cheaply	much
often	near	honestly	more
seldom	softly	today	enough
quietly	lazily	not	quickly

**Exercise.** 1. Which of the adverbs above tell *where*? Which tell *when*? Which tell *how*? Which tell *how much*?

2. Remembering that a word used with a verb to add to its meaning is an adverb, point out as many adverbs as you can in the following sentences and tell about each one (1) with which verb it is used and (2) which of these four questions it answers :

Where?

When?

How?

How much?

1. They hunted everywhere for the child.
2. He had walked quietly away.
3. They returned soon and looked again.
4. I seldom go there.
5. He spoke loud, distinctly, and pleasantly.



6. The wind blows softly here.
7. The wind blew moderately.
8. The wind sometimes blows fiercely.
9. They danced much.
10. They will dance more soon.
11. The train has not traveled far.
12. They have talked enough.
13. He always mispronounces the word *athletics*.
14. The child fell down.
15. They often flew quietly by my window.
16. He spoke again pleasantly.
17. Then he answered calmly.
18. Do not go there.

3. Give several sentences of your own, containing some of the adverbs used above.

Words (like *then, now, here, quickly*) that are used to add something to the meaning of verbs are called adverbs.

#### 49. More about Adverbs

You now know that words used with verbs to add to their meaning are called adverbs. In each of the following sentences one or more adverbs add something to the meaning of the verb :

1. What is the driver doing now?
2. He is only standing there.
3. Several young ladies bowed politely.

4. They bowed again and again.
5. He seldom runs fast.
6. The truck backed clumsily, slowly, noisily.
7. They had traveled far.
8. They had traveled there together.
9. The Indians moved along singly, noiselessly, rapidly.
10. The soldiers followed them eagerly, excitedly.

**Exercise.** Name the verb in each of the preceding sentences. Then tell what adverb or adverbs belong to it.

Adverbs do more than help verbs. Some adverbs also add to the meaning of adjectives. The following sentences show such adverbs, in *italics*:

1. It was a *very* pretty doll.
2. The man was *very* tall.
3. He was *so* tall.
4. A *slightly* green mark was on his hand.
5. The price was *too* high.

There is still another thing that adverbs do; they add to the meaning of other adverbs. Notice the adverbs *very* and *so* in these sentences:

1. The fish swam *very* swiftly.
2. My friend will arrive *very* soon.
3. She sang *so* well.

**Exercise.** Point out each adverb in the following sentences and tell whether it adds to the meaning of a verb, of an adjective, or of another adverb:

1. The firemen climbed up.
2. The firemen then crawled up on the roof.
3. One of them swung lightly to a window.
4. He made his way along very carefully.
5. The very careful fireman moved very cautiously.
6. It was a most pleasant afternoon.
7. Suddenly some shouts were distinctly heard.
8. The call was very distinct.
9. Help was badly needed then.
10. The doctor could be seen here, there, and everywhere.
11. He was a very active person.
12. His hair was somewhat gray.
13. She visited here once.
14. She visited here only once.
15. She talked most entertainingly about her travels.

Words (like *soon, very, too, gladly, rapidly*) that are used to add something to the meaning of verbs, adjectives, or adverbs are called adverbs.

## 50. Letter Writing

There are two things to remember when one writes or answers a letter of complaint: (1) to make one's explanation clear, and (2) to be fair and polite.

Edith Crawford and William Sampson, two pupils, wrote each other as follows:

178 Fountain Avenue  
Cripple Creek, Colo.  
April 23, 1931

Sampson Radio Supply Co.  
3343 North Wabash Avenue  
Chicago, Illinois

Dear Sirs :

I am sorry to report that the Silvertone  
Loud Speaker shipped to me last week ar-  
rived badly scratched. What shall I do?

Very truly yours,  
Edith Crawford

Sampson Radio Supply Company  
3343 North Wabash Avenue  
Chicago, Illinois

April 28, 1931

Miss Edith Crawford  
178 Fountain Avenue  
Cripple Creek, Colo.

Dear Madam :

We regret that the Speaker was scratched.  
May we ask you to return it at our expense?  
A new one is already on its way to you.

Very truly yours,  
William Sampson

**Class Conversation.** Discuss the following questions with your classmates:

1. Are both letters correct as to letter form?
2. Which of the two letters do you like better? Why?
3. Is there anything that you would have added to the first letter?
4. Is there anything that you would have added to the second letter?
5. What are some of the words in both letters that show politeness?
6. Is the explanation in each letter perfectly clear?

STUDY

Silently answer the following questions to prepare for the letter writing to come:

1. To whom will you write, and what business will you pretend that he or she is conducting?

2. What has he shipped you that is unsatisfactory? Does this list give you an idea?

a box of ribbons	a fountain pen	a camping outfit
a tennis racket	a tool	stamps for your collection
a canoe	a baseball mit	a pocket microscope

3. How is the article unsatisfactory? What is it that you want your dealer to do?

**Writing.** Write your letter of complaint, not telling anyone who it is to whom you are writing or in what business you suppose him to be engaged. All that is to be a secret for the present.

**Correction.** Your letter will not be delivered unless it is both correct and neat. You remember how the class postmaster and his assistants feel about those



things. Therefore, do not mail your letter until you have carefully reread and corrected it.

**Writing.** The most interesting letters will be read aloud for the entertainment of the class. After that each pupil will write a polite reply to the complaint he has received.

Both letters called for in this section should be properly enclosed in envelopes correctly addressed. See how the parts of this address are arranged:

Sampson Radio Supply Company  
3343 North Wabash Avenue  
Chicago  
Illinois

### 51. Using Adverbs in Sentences

**Exercise.** 1. Write sentences in which you use the following adverbs:

- |            |            |              |
|------------|------------|--------------|
| 1. rapidly | 4. nearly  | 7. willingly |
| 2. noisily | 5. hastily | 8. joyfully  |
| 3. clearly | 6. too     | 9. sadly     |

2. Write a paragraph, using in it three or four of the adverbs listed in Exercise 1. Start the paragraph with one of the following sentences:

1. The fireman was putting on his coat.
2. Ring the gong!
3. Four boys were in the automobile.
4. What is a picnic without a ball game?

S  
T  
U  
D  
Y

Ask yourself these questions:

1. Which sentence shall I use?
2. What can I say about it?
3. How many sentences must I write?
4. Must all these sentences tell about one thing?
5. Which adverbs can I use in the sentences?

## 52. Telling Adjectives from Adverbs

It is easy to tell an adjective from an adverb if you keep one thing in mind: an adjective belongs to a noun.

The following easy sentences show the difference between adjectives and adverbs. Each adjective is printed with one line under it; each adverb with two lines.

1. The short man puffed violently.
2. His red cheeks wobbled noticeably.
3. His very red cheeks wobbled very noticeably.
4. His short legs moved over the ground fast.
5. His bright eyes sparkled very brightly.
6. Many happy boys shouted long and loud.
7. Several pretty girls joined cheerfully in the fun.
8. Gay flags were flying brightly from the buildings.
9. A brass band played constantly.
10. The noisy crowd enjoyed itself very much.

**Exercise.** 1. In the ten sentences on page 106 which noun does each adjective point out or describe?

2. Tell to which verb, adjective, or other adverb each adverb belongs. Have you noticed that many adverbs end in *ly*?

In the numbered sentences below, the adjectives and adverbs are not underlined. You will have to tell each from the kind of work it does in its sentence.

**Exercise.** 1. Point out the adjectives and tell to which noun each belongs.

1. It was a black and dirty street on which I was slowly walking.

2. No sidewalks and no lights were there.

3. Heavy rain had been falling lately.

4. Many men plodded along patiently beside me.

5. Their tin lunch pails rattled slightly.

6. The noisy whistle screamed unexpectedly.

7. The big iron gate swung slowly open.

8. I cautiously followed my silent guide.

9. We made our way through a long, somewhat hot tunnel.

10. We soon came to an iron stairway.

11. We then stepped out upon a steel floor.

12. He surely was a good fellow, clean and honest.

13. I trundled the iron wheelbarrow back and forth.

14. My heavy shoes thumped noisily on the hard pavement.

2. Point out the adverbs and tell to which verb, adjective, or other adverb each belongs.

### 53. Writing from Dictation

The teacher will read the following paragraph aloud to you. Listen very carefully, so that you can write it as she reads it the second time. This will help to show you how well you follow what someone else says. Watch carefully for capitals and punctuation marks.

#### PROTECTION FOR THE EYES

How shall we protect our eyes from the glare of the sun and, at night, from the blinding glare of the headlights of approaching cars? Most dark glasses do more than keep out lights that are too bright. They also make it difficult to see well enough for such games as tennis and golf. A new kind of dark glass has just been invented. This consists of two parts, the upper half of the spectacles, which is dark, and the lower half, which is clear and uncolored. The two halves are so made that the top of the spectacles or goggles is very dark and shades off gradually into the very clear glass at the bottom.

### 54. Pronouns

Compare the following two paragraphs:

I

Mary said, "Mary has Mary's books in Mary's school bag." Mary asked Frank, "Has Frank's friend George, George's knife in George's pocket?" Frank answered, "George has George's knife in George's pocket."

## II

Mary said, "I have my books in my school bag." She asked Frank, "Has your friend George his knife in his pocket?" He answered, "George has it in his pocket."

**Exercise.** Tell what noun in the paragraph at the foot of page 108 is referred to by each *I*, *my*, *she*, *he*, *his*, *your*, and *it* in the paragraph above.

These little words that are used *for nouns*, that is, in the place of nouns, are called **pronouns**. The *pro* part of the word *pronouns* means "for."

There are not many pronouns. Some of them are :

I	you	he	she	it	we	they	who	which
my	your	his	hers	its	our	their	whose	what
me	yours	him	her		us	them	whom	that

**Exercise.** 1. Use in a number of sentences several pronouns from the list above. Some of the sentences may be written on the board and a line drawn under each pronoun. Tell for what noun each pronoun stands, if you can.

2. Point out as many pronouns as you can in the following sentences, and name the noun for which each stands :

1. Mary, Frank, and his brother Fred went to her house.

2. "Come along with us, Sue," they called to me.

3. I said, "I shall have to ask my mother first."

4. My mother said I might go with them.

5. She told me not to stay long.
6. At Mary's house we looked at her stamp collection.
7. It was a very interesting collection.
8. "Where did you get these stamps?" Fred asked her.
9. "My uncle sent me many of them," she answered.
10. "He travels a great deal, you know."
11. Her uncle is very fond of her, I think.
12. She is lucky to have an uncle who sends her things.
13. The two boys soon left for their own home.
14. It is on another street whose name I have forgotten.
15. When I left I asked Mary to come to my house.

3. Read the fifteen sentences above, but in the place of each pronoun read the noun or nouns for which it stands. Notice how awkward the sentences now are. Notice how hard it is to express one's thoughts without pronouns. Small as they are, it is clear they do an important work.

A pronoun is a word used instead of a noun.

### 55. Correct Usage: *I, he, she, we, and they*

Five pronouns that are often used incorrectly are named above. Last year you may have learned a jingle about them, but you did not then know that



they are pronouns. The jingle is repeated here to refresh your memory :

Learn about five words today :

*I, he, she, we, also they*

After *is* or *was* you say.

Say this : " It is *I* or *he*,  
It was *they* or *she* or *we*."

From this jingle we see, if we do not already know it, that the following sentences show the correct use of those five troublesome words :

It is (or was) <i>I</i> .	(NOT It is (or was) <i>me</i> .)
It was either <i>he</i> or <i>she</i> .	(NOT <i>him</i> or <i>her</i> )
It wasn't <i>we</i> that did it.	(NOT wasn't <i>us</i> )
It's not <i>they</i> .	(NOT It's not <i>them</i> .)

**Test.** Opposite each of the twenty-four numbers that you will write on a sheet of paper, write the correct word from each of the twenty-four parentheses in the following sentences :

1. Was it (**he** <sup>1</sup> **him**) that (**did** <sup>2</sup> **done**) this?
2. Was it you or was it (**her** <sup>3</sup> **she**) that saw him?
3. I think it was not (**him** <sup>4</sup> **he**). It was not (**she** <sup>5</sup> **her**).
4. It was (**them** <sup>6</sup> **they**). It was not (**he** <sup>7</sup> **him**).
5. It was not (**me** <sup>8</sup> **I**). I'm sure it wasn't (**I** <sup>9</sup> **me**).

6. Isn't that (him <sup>10</sup> he) in the tree? It is (he <sup>11</sup> him).
7. I see that it is not (her <sup>12</sup> she).
8. It was (us <sup>13</sup> we) that saw him in the tree.
9. We saw that it was (him <sup>14</sup> he) in that tree.
10. We also saw that it was not (she <sup>15</sup> her) who did it.
11. Wasn't it (them <sup>16</sup> they) that laughed so much?
12. It wasn't (they <sup>17</sup> them), and it wasn't (me <sup>18</sup> I).
13. If it wasn't (her <sup>19</sup> she), it was (he <sup>20</sup> him).
14. Who said it was (me <sup>21</sup> I)? It wasn't (I <sup>22</sup> me).
15. It is (she <sup>23</sup> her) that says it was (them <sup>24</sup> they) who did it.

**Drill in Correct Usage.** As you read the preceding drill sentences aloud several times, select the correct word from each parenthesis. Increase your speed after the first readings, without making mistakes or pronouncing indistinctly. Perhaps the teacher will time you after you have practiced awhile.

### 56. Reading a Poem Aloud

Read the following patriotic poem to yourself, trying to understand how the poet feels about a deed of almost unequalled heroism. Be sure that you understand every word in the poem. *Ther mop'y læ* is a famous mountain pass in Greece, the scene of a battle in 480 B.C. in which a small force of Greeks fought to the death against a huge Persian army.

Perhaps the teacher will read the poem to you, but it is not your own possession until you can read it well, yourself. Practice until you show that you understand it well enough to be allowed to read it to the class.

"REMEMBER THE ALAMO"

Fair Greece and Rome brave heroes knew,  
 But Texas has her heroes, too,  
     The men of Alamo!  
 That bold, courageous, noble band  
 Of rangers in the borderland,  
 Who fighting fell with sword in hand,  
     At San Antonio!

Their well-remembered woes and wrongs  
 Demand no feeble minstrel's songs,  
     For history's fame is theirs.  
 Their names shall live on mortal tongue,  
 Their deeds of valor long be sung,  
 Their memories blessed by old and young  
     In silent tears and prayers.

Dark Gettysburg and Waterloo  
 Survivors from their carnage knew,  
     Thermopylæ had one!  
 But on the Lone Star's gory field  
 The Texans bled, but would not yield;  
 Each man died fighting on his shield —  
     The Alamo left none!

Crockett, Travis, and Bowie's names  
Shall glow with Freedom's holy flames  
    And brighten Glory's sheath!  
No lettered urn or flowered perfume  
Need mark such storied heroes' tomb,  
For honors round their names shall bloom  
    In an immortal wreath!

W. LARRY CHITTENDEN

### 57. Prepositions

Different kinds of words do different kinds of work in sentences. We shall now study the words *on*, *under*, *into*, *of*, *to*, *at*, *from*, and others like them, in order to find out how they help us to express our thoughts. See them at work in the following sentences. Each word of this kind is printed in italics to attract your attention.

1. The book lies *on* the table.
2. The book lies *under* the table.
3. The book lies *against* the table.
4. The book lies *behind* the table.

In each of these sentences the word in italics makes clear where the book lies. Read the sentences without the words in italics and see how much these words are needed to help make the meaning clear.

Words like *on*, *under*, *against*, and *behind*, as used in those four sentences, are called **prepositions**.

There are not many prepositions. Most of those commonly used are given in this list :

above	behind	during	through
across	below	for	to
after	beneath	from	toward
against	beside	in	under
along	besides	into	until, till
among	between	of	upon
around	beyond	on	with
at	by	over	without
before			

A preposition is usually the first of a group of words that belong together, as

*on* the table

*under* the chair

*against* the wall

*behind* the car

*in* the water

*on* the road

*for* the girl

*for* you

*for* me

*for* our country

The noun or pronoun that follows the preposition is called the **object of the preposition**. In the group *on the table*, *table* is the object of the preposition *on*; in the group *against the wall*, *wall* is the object of the preposition *against*; and in the group *for you*, *you* is the object of the preposition *for*.

**Exercise.** Pick out the prepositions in the following sentences and name the noun or pronoun that is the object of each:

1. This letter is for him.
2. That letter from him is for me.
3. The book on the table is from my father.
4. The book on the table belongs to my father.

5. The flag above the building waved in the air.
6. The flight across the Atlantic succeeded beyond expectation.
7. The honors were all for him.
8. He stood before the President on the platform.
9. During the war many men went to the front.
10. I cannot see beyond that hill.
11. We drove across the bridge and into the town.

A preposition is a word that shows the relation between the noun or pronoun which is its object and some other word.

### 58. Correct Usage: Prepositions

Notice the following correct uses of prepositions. The incorrect uses are shown in the parentheses.

1. Is your mother *at* home? (NOT *to* home)
2. My mother sat *beside* me.
3. *Besides* us there was no one that could drive the car. (NOT *Beside* us)
4. *Among* the three there was only one honest man. (NOT *Between* the three)
5. *Between* you and me there can be no secrets.
6. We crawled *into* the cave and hid in it. (NOT *in* the cave)
7. The hunter stood *behind* the bush. (NOT *in back of* the bush)
8. *Beside* him stood his son. (NOT *Alongside of* him)



9. Keep *off* the grass. (NOT *off of* the grass)
10. He walked *to* the station. Now he is *at* the station.
11. The path leads *across* the marsh. (NOT *acrost* the marsh)

**Exercise.** Make sentences containing the prepositions in italics. Some of the sentences may be written on the board.

**Test.** After writing the numbers 1 to 24 on a sheet of paper, write after them the correct words from the parentheses below. Correct your list in the usual way.

1. There was not an athlete (**between** <sup>1</sup> **among**) the dozen.
2. Please lift that box (**off** <sup>2</sup> **off of**) the chair.
3. He sat down (**besides** <sup>3</sup> **beside**) me.
4. No one (**beside** <sup>4</sup> **besides**) them can do this work.
5. The airplane flew (**across** <sup>5</sup> **acrost**) the river.
6. He opened the door and jumped (**into** <sup>6</sup> **in**) the car.
7. That mischievous boy is (**into** <sup>7</sup> **in**) the kitchen again.
8. He dove (**in** <sup>8</sup> **into**) the river.
9. He dove (**off** <sup>9</sup> **off of**) the bridge (**into** <sup>10</sup> **in**) the water.
10. What is that (**in back of** <sup>11</sup> **behind**) that tree?
11. He was standing (**beside** <sup>12</sup> **alongside of**) his horse.
12. Since you and I are friends, (**among** <sup>13</sup> **between**) us there can be no trouble.

13. My mother sat (**besides** <sup>14</sup> **beside**) me in the hammock.
14. (**Beside** <sup>15</sup> **Besides**) us there was no one who saw the animal.
15. Who is the strongest (**among** <sup>16</sup> **between**) those three?
16. Is your brother (**to** <sup>17</sup> **at**) home? Was he (**at** <sup>18</sup> **to**) home yesterday?
17. I saw your sister going to school. Is she (**at** <sup>19</sup> **to**) school today?
18. Is she (**to** <sup>20</sup> **at**) home or is she (**at** <sup>21</sup> **to**) school now?
19. Is anyone (**to** <sup>22</sup> **at**) home (**beside** <sup>23</sup> **besides**) your mother?
20. Place the shovel (**alongside of** <sup>24</sup> **beside**) the rake.

Do you need the following drill? If the test says not, go at once to "Stop, Look, Read," below.

**Drill in Correct Usage.** As you read the preceding sentences aloud, select the correct words from those in the parentheses. Increase your speed, but remember that only correct and distinct reading counts. Perhaps the teacher will time you.

° *Stop, Look, Read*

What, do you think, would make interesting reading in the coming number of the bulletin board? Possibly an

entire bulletin board given over to neat copies of short poems or stories which you have liked would prove interesting to both writers and readers.

### 59. Telling the Story of a Picture

What is it that those three children in the picture on page 121 see as they round the bend of the shore in their canoe? Even the dog is excited. What can it be?

S  
T  
U  
D  
Y

Perhaps the following questions will help you in your silent study as you try to make an interesting story for the picture:

1. What names will you give to those three children and the dog?
2. How do they happen to be in this canoe on this pretty lake?
3. What are some of the things that might surprise them at the turn in the shore?
4. Which of all the surprises that you can think of would fit the picture best?
5. With what promising sentence will you begin your story?
6. Can you tell your story so as to leave the surprise to the very end?

**Speaking.** Tell your story of the picture. You may be sure that your classmates will wonder what that story is and how you will end it.

**Writing.** Perhaps you can improve your story when you write it. Do not make it too long. What counts

most in a story is its interest. Everybody prefers a short story, with every sentence interesting, to one that is long and dull.

**Project.** When the stories have been corrected and perhaps copied, they may be bound in a cover on which should be printed a suitable title. Or perhaps you will write an entirely new story for the book. In either case the title should fit the stories and the picture as well. Do you like the following titles?

Seen from a Canoe

The Surprise

A Fire in the Camp

The Unexpected Visitors

What Has Become of Our Tent?

The Return of an Indian Tribe

A Bear Makes Himself at Home

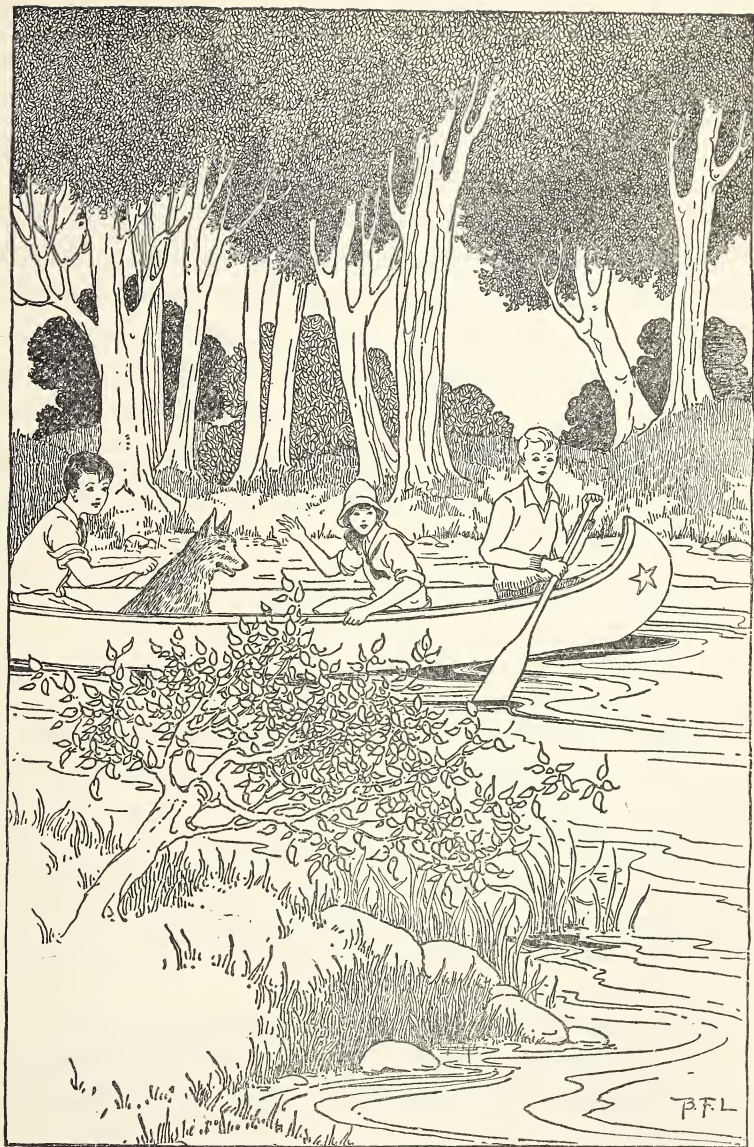
Somebody Has Camped in Our Camp

### 60. Conjunctions

Notice what our old friend *and* is doing in the following sentences:

1. John *and* George played a game.
2. John was skillful *and* lucky.
3. The skillful *and* lucky boy won the game.
4. He played skillfully *and* carefully.
5. The boys played *and* talked.
6. They played all day, *and* they slept all night.





**Exercise.** 1. In which of the sentences on page 120 does *and* join or connect two nouns?

2. In which sentence does *and* join two verbs?

3. In which sentence does *and* connect two adverbs?

4. What two adjectives are connected by *and*?

5. Is there a sentence among the six on page 120 which is really two sentences joined by *and*? Which one? What are the two sentences which *and* connects?

Words that, like *and* in the sentences on page 120, connect words or groups of words or whole sentences are called **conjunctions**. Other conjunctions besides *and* are *but*, *for*, *or*, *nor*, *hence*, and *therefore*. You can see them at work connecting sentences or parts of sentences in the following :

1. I am well, *but* I am not strong.

2. You invited me; *therefore* I came.

3. John's teachers like him, *for* he studies hard.

4. I earned this money; *hence* it is mine.

5. We shall go in our car *or* we shall not go at all.

6. The skillful *but* unlucky boy lost the game.

7. Are you skillful *or* lucky?

8. The animal was alive *but* weak.

9. The trapper approached quickly *but* cautiously.

10. He was not afraid, *but* he was careful.

11. The ribbon was red *or* orange.

12. The dress was old *but* pretty.

13. It was pretty; *therefore* she liked it.

14. It was old; *therefore* she did not like to wear it.

15. The long *but* interesting story was enjoyed by the class.



**Exercise.** 1. Point out each conjunction in the fifteen sentences on the preceding page and tell what it connects — what nouns, adjectives, adverbs, or whole groups of words.

2. Give sentences showing the following:

1. Two nouns connected by *and*; by *or*
2. Two verbs connected by *and*; by *but*; by *or*
3. Two adjectives connected by *and*; by *but*
4. Two adverbs connected by *and*; by *but*
5. Two complete sentences connected by *and*; by *but*; by *for*; by *therefore*

3. Write some of your sentences.

A conjunction is a word that connects words or groups of words.

There are other conjunctions besides *and*, *but*, *for*, *or*, and *therefore*. You will study these when you have learned more about that interesting subject, grammar. At this time perhaps you would like to have a list of the most common of these. Besides, it may be useful to know them, for they will help you to avoid using too many *and*'s.

although, though

as

as if

because

if

when

while

since

after

until

before

whenever

### 61. Reading a Poem Aloud

Read the poem to yourself several times. Then, with a classmate, practice reading it aloud. Stand erect and speak loudly and distinctly as you practice. Last of all, read it to the class or some class in another room, for their enjoyment.

The author of this song is a cheerful poet. Though gray clouds overwhelm the town, he laughs and sings. He knows that the downpour of rain will help the daffodils and the roses to grow.

#### THE RAIN SONG

It isn't raining rain to me,  
It's raining daffodils;  
In every dimpled drop I see  
Wild flowers on the hills;  
The clouds of gray engulf the day,  
And overwhelm the town;  
It isn't raining rain to me,  
It's raining roses down.

It isn't raining rain to me,  
But fields of clover bloom,  
Where every buccaneering bee  
May find a bed and room;  
A health unto the happy!  
A fig for him who frets!  
It isn't raining rain to me,  
It's raining violets.

ROBERT LOVEMAN

62. Getting Rid of the "*and*" Habit

One reason why speakers use too many *and*'s is that they have not formed the habit of using certain other conjunctions. These are sometimes more suitable than *and*, as is seen by comparing the sentences in the following groups:

## I

I am twelve years old, *and* I am not afraid in the dark.  
*Because* I am twelve years old, I am not afraid in the dark.

## II

He is only ten, *and* he likes to read books.  
*Although* he is only ten, he likes to read books.

## III

I visited my aunt in the city, *and* we went to the zoo.  
*When* I visited my aunt in the city, we went to the zoo.

## IV

I am right *and* you are wrong.  
*If* I am right, you are wrong.  
*Since* I am right, you are wrong.

## V

We were talking about travel, *and* I told him about our trip.

*While* we were talking about travel, I told him about our trip.

*As* we were talking about travel, I told him about our trip.

## VI

I have been in France, *and* I do not know French.  
*Though* I have been in France, I do not know French.

## VII

You wish to go, *and* I will go with you.  
*If* you wish to go, I will go with you.  
*Since* you wish to go, I will go with you.

## VIII

You enjoyed the book, *and* I should like to read it.  
*As* you enjoyed the book, I should like to read it.

## IX

I go to town now and then, *and* I always go to the museum.

*Whenever* I go to town, I go to the museum.

**Class Conversation.** 1. Read the first sentence in the first numbered group on page 125. Read the second sentence in that group. Tell what changes have been made in the first sentence to get the second. Has the first sentence been improved?

2. With your classmates, study in the same way each of the other groups of sentences.

The following exercises will help you form the habit of using the conjunctions in this list:

after	as if	if	when
although, though	because	since	whenever
as	before	until	while

**Speaking.** 1. Make several sentences that begin with the first group of words below :

1. Although I am twelve
2. After I saw the man
3. As we were walking together
4. Because he is older than I
5. Before you visit other countries
6. If you are going camping
7. While she stood there
8. When you buy a bicycle
9. Until he learns to read
10. Since you are so kind to me

2. Make several sentences beginning with each of the other groups of words above.

3. Make several sentences of your own, beginning each with one of the conjunctions listed at the foot of the preceding page.

### 63. Writing from Memory

The teacher will read the following paragraph aloud. With your book closed, listen carefully, for you will be called on to write it from memory.

#### MAKING FLYING SAFER

Inventors are continually working out methods of making flying safer. One of the newest methods has been suggested by Dr. Eisenlohr. His plan is to attach a large parachute to that

part of the airplane which carries the passengers and the pilots. Besides, he would place the engine and the fuel in another part, which could be instantly separated from the first in case of serious trouble. What, then, happens in case of accident? The engine part of the plane will be detached and will drop to the ground. The parachute will open over the other part, that is, the cabin with its pilots and passengers, and this, slowly, safely, and comfortably, will descend to the ground.

**Writing.** As accurately as you can, write the paragraph you have just heard. Tell what it says — all that it says — and nothing else. It does not matter whether you use the same words; use any words that come to you.

#### 64. Interjections

1. Oh! See the airplane!
2. Ah! What a beauty it is!
3. Whew! Isn't it going fast!

Notice the words *Oh*, *Ah*, and *Whew* in the sentences above. Their work is to express sudden or strong feeling. They are called **interjections**.

Notice the punctuation mark (!) that follows each interjection. That mark is called an **exclamation mark**. You see it also follows each numbered sentence above. That is because those sentences express strong feeling.



**Speaking.** Use each of the following interjections in a sentence. Tell what feeling you are trying to express by means of the interjection — surprise, astonishment, pleasure, alarm, joy, grief, fear, anger, pain, disgust, hope, disappointment, or approval.

ah	bah	fie	ho-hum	my	pshaw	whew
alas	hey	fudge	hurrah	oh	pooh	well

An interjection is an exclamatory word or sound expressing strong feeling.

### 65. *Project* : A Radio Program

Perhaps someone in the class can bring a screen to school behind which the announcer and the speakers could stand while they are entertaining the class with a radio program. A sheet would do if it could be fastened on a wire so as to hang down in the front of the room, to hide the far-away performers.

**Class Conversation.** Talk over each of the following questions with your classmates :

1. Who in the class would make the best announcer? What must he be able to do well?
2. What is the first number on the program to be — a song by a small group of the best singers in the class?
3. Could not an unseen team of pupils recite one of the poems you studied this year or last? Which poem

is it to be? Who are to give it? What must they be able to do well?

4. Will you have team story-telling? There are some interesting stories which you know and have learned to tell. Who are to be the story-tellers?

5. How do you wish your radio program to end?

### *Training for the Program*

Each pupil and team of pupils who will be heard over the radio when the time comes should prepare for it. All these performers must remember that they will not be seen when they speak, sing, read, recite, or tell a story. Only their voices will be heard. They will disappoint their hearers unless they speak loud enough, distinctly, and in a pleasant tone of voice. A radio program that no one can understand is very annoying, as you know.

Perhaps a committee of pupils should be appointed to advise and help the performers, in order that the program may prove successful.

When everybody and everything is ready, give the program.

## **66. Letter Writing**

Since the radio program will be an important event, you will probably wish to invite your parents to it, as well as other persons outside the school.

You will wish to be particularly careful that your letter of invitation contains no mistakes.

As you study alone, planning your letter of invitation, let the following questions help you.

1. What pleasant thing can you say in your letter that will make the person glad who receives it? Do you see anything of that sort in the letter below?
2. As your letter of invitation is of course not a business letter, how will it differ from one?
3. What ought a letter of invitation to be very careful to say exactly? Does the letter below say it?
4. Can you think of a promising first sentence with which to begin your letter? What do you think of the one in the letter below?

### MARTIN'S LETTER TO HIS UNCLE PETER

Henry Clay School  
Lexington, Kentucky  
May 4, 1931

Dear Uncle Peter :

This is a very special invitation to you to come to hear the radio program which our class is giving next Friday afternoon, May 8, at two o'clock. Next to my father and mother, who will be invited too, there is nobody whom I would rather ask than you. Please come.

Your loving nephew,  
Martin

**Writing.** Write your letter or letters of invitation. Write the address on the envelope. If you do not remember exactly how to do this, turn to page 31. Do not forget the period after *Mr.* and *Mrs.*

## 67. Memory Selection

### DAISIES

Over the shoulders and slopes of the dune  
I saw the white daisies go down to the sea,  
A host in the sunshine, an army in June,  
The people God sent us to set our heart free.

The bobolinks rallied them up from the dell,  
The orioles whistled them out of the wood;  
And all of their saying was, "Earth, it is well!"  
And all of their dancing was, "Life, thou art good!"

BLISS CARMAN

## 68. Correct Usage: *without*, *like*, *leave*, *left*, *who*, etc.

The correct use of a number of words you have not yet studied is shown below.

I. *Without* is sometimes incorrectly used where *unless* would be correct. Notice the following:

1. *Unless* you go, I shall stay. (NOT *Without* you go)
2. *Without* you, I shall not go.
3. I shall work alone, *unless*  
you stop teasing. (NOT *without* you stop  
teasing)
4. We went to town *without*  
our money.

**Exercise.** Make sentences containing the groups of words below :

1. unless you go
2. unless you help me
3. unless I see him
4. unless he made a mistake
5. unless the man is joking
6. unless she pays for it

II. *Like* is sometimes incorrectly used for *as* or *as if*.

1. Do it *as* she is doing it. (NOT *like* she is doing it)
2. Do it *as if* you meant it. (NOT *like* you meant it)
3. That is just *like* you.
4. George is *like* Frank.

**Exercise.** Make sentences containing these groups of words :

1. as she is doing it
2. as if you meant it
3. as Mother used to make them
4. as if he were joking
5. as if you were a soldier
6. as everybody should
7. as I told him

III. *Who* is sometimes incorrectly used for *whom*.

1. *Whom* do you see? (NOT *Who* do you see.)
2. *Who* did it?
3. *Who* is that woman?
4. *Whom* shall I tell? (NOT *Who* shall I tell.)

**Exercise.** Make several sentences beginning each with *Whom* ; with *Who*.

IV. *Leave* and *left* are sometimes incorrectly used for *let*.

1. *Let* him do it as he likes. (NOT *Leave* him do it)
2. *Let* me go. (NOT *Leave* me go.)
3. *Leave* me at once. *Leave* me alone. *Leave* me here.
4. *Let* the boy work in his own way. (NOT *Leave* the boy work)
5. She *let* us use her mower. (NOT She *left* us use her mower.)
6. She *left* her mower on the lawn.

**Exercise.** Give several sentences beginning with *let*; several beginning with *leave*; several containing *left*.

### 69. *Test, Review, and Final Practice* : Correct Usage

During the year, and for several years before, you have been learning the correct use of a number of words that are often used incorrectly. We shall now review these.

**Test.** 1. On a sheet of paper write the numbers 1-19. Then, as you rapidly read the sentences in group A, write opposite each of your numbers the correct word from the parenthesis having the same number. When you have finished, the teacher will read the correct words. Mark your mistakes.

2. In the same way test yourself with group B, C, or D, as the teacher directs.



## A

1. (**Without** <sup>1</sup> **Unless**) you (**saw** <sup>2</sup> **seen**) him do it, we cannot be sure that it was (**him** <sup>3</sup> **he**).
2. (**Whom** <sup>4</sup> **Who**) did you see? Did you do anything (**beside** <sup>5</sup> **besides**) looking for him?
3. The boy talks (**like** <sup>6</sup> **as**) his father talks.
4. He looks (**like** <sup>7</sup> **as**) his father, but he (**isn't** <sup>8</sup> **ain't**) as dark as his father.
5. Will she (**let** <sup>9</sup> **leave**) us go to the circus?
6. (**Leave** <sup>10</sup> **Let**) the bundle in the car. It won't be touched by (**nobody** <sup>11</sup> **anybody**).
7. Have you (**saw** <sup>12</sup> **seen**) my book (**laying** <sup>13</sup> **lying**) anywhere?
8. He (**doesn't** <sup>14</sup> **don't**) know what he (**done** <sup>15</sup> **did**) with it.
9. He has (**gone** <sup>16</sup> **went**) home, and no one knows (**nothing** <sup>17</sup> **anything**) about it.
10. Where (**were** <sup>18</sup> **was**) you when he (**done** <sup>19</sup> **did**) this?

## B

11. (**Sit** <sup>20</sup> **Set**) in this chair and (**leave** <sup>21</sup> **let**) me see whether you have (**froze** <sup>22</sup> **frozen**) your ear.
12. Several people (**come** <sup>23</sup> **came**) here and (**threw** <sup>24</sup> **thrown**) (**them** <sup>25</sup> **those**) papers on the floor.
13. Has she (**broken** <sup>26</sup> **broke**) the bottle? (**Who** <sup>27</sup> **Whom**) (**broken** <sup>28</sup> **broke**) it?

14. (May <sup>29</sup> Can) I (learn <sup>30</sup> teach) you how a business letter is (written <sup>31</sup> wrote)?
15. She has (spoke <sup>32</sup> spoken) to the man about (these <sup>33</sup> them) pretty flowers.
16. She is a good cook. She cooks very (good <sup>34</sup> well).
17. That is she (sitting <sup>35</sup> setting) on one of (them <sup>36</sup> those) benches.
18. (Don't <sup>37</sup> Doesn't) she like (these <sup>38</sup> this) kind of people?
19. She likes best of all (that <sup>39</sup> those) kind of dishes.
20. Somebody has (drunk <sup>40</sup> drank) my milk and has (eaten <sup>41</sup> ate) my oatmeal.

## C

21. It was (me <sup>42</sup> I) who first (did <sup>43</sup> done) (these <sup>44</sup> this) kind of tricks.
22. We (was <sup>45</sup> were) both in the same circus, but it was (I <sup>46</sup> me) that first (done <sup>47</sup> did) (these <sup>48</sup> them) tricks.
23. He never knew (anything <sup>49</sup> nothing) about them until he (seen <sup>50</sup> saw) me doing them.
24. Will you please keep (off <sup>51</sup> off of) that bench?
25. Now he can do them (well <sup>52</sup> good). I (taught <sup>53</sup> learned) him.
26. We had not (sang <sup>54</sup> sung) (any <sup>55</sup> none) of (those <sup>56</sup> them) songs for a month.

27. The school bell had not (**rung** <sup>57</sup> **rang**) for a week.
28. Was it (**she** <sup>58</sup> **her**) or was it (**him** <sup>59</sup> **he**) who (**learned** <sup>60</sup> **taught**) you how to dance (**those** <sup>61</sup> **them**) new dances?
29. The children have (**ran** <sup>62</sup> **run**) to greet their father.
30. They (**saw** <sup>63</sup> **seen**) him when he stepped (**in** <sup>64</sup> **into**) the house.

*D*

31. (**Without** <sup>65</sup> **Unless**) you help me, I cannot finish my work today.
32. (**Let** <sup>66</sup> **Leave**) me do this part, and I will (**leave** <sup>67</sup> **let**) you do that.
33. He acts (**as if** <sup>68</sup> **like**) he owned this school.
34. (**Don't** <sup>69</sup> **Doesn't**) he know that the bell has (**rung** <sup>70</sup> **rang**) ?
35. No one is walking (**across** <sup>71</sup> **acrost**) our lawn.
36. (**Whom** <sup>72</sup> **Who**) has (**written** <sup>73</sup> **wrote**) his letter?
37. (**Whom** <sup>74</sup> **Who**) do you know better, Mary or Sue?
38. You have (**tore** <sup>75</sup> **torn**) your coat and (**broken** <sup>76</sup> **broke**) your bicycle.
39. (**Sit** <sup>77</sup> **Set**) it here (**beside** <sup>78</sup> **besides**) the bench where it will not fall.
40. Have you ever been (**in back of** <sup>79</sup> **behind**) the counter? I feel quite (**at** <sup>80</sup> **to**) home here.

**Drill in Correct Usage.** If the tests show that you need this drill, read aloud one or more of the four groups of sentences given on the preceding pages, choosing the correct words as you read, until you can read both correctly and rapidly. When you have practiced until you are able to do this, perhaps the teacher will time you. What is your record time for the reading?

### ***70. Test, Review, and Final Practice: Punctuation and Letter Form***

**Test.** Copy the following paragraph, arranging it in correct letter form, and inserting capital letters and punctuation marks where they belong.

66 pleasant street dubuque iowa june 3 1931 dear jane my father said yesterday tomorrow we shall all motor into the country unless it rains so you can see what today s weather means to me isn t it discouraging the rain is beating against the windowpane my principal wish is to have the wind quiet down perhaps the weather will change to fair then my mother says no I can feel it in the air there will be no change we had better accept our bad luck and forget about our picnic don t you think this is too bad jane your friend mary

### ***Review and Practice***

**Exercise.** Read each of the following sentences aloud, telling how it should be written. Read the first sentence in this way:

The (capital *T*) boy's (*b o y apostrophe s*) coat hung in the men's (*m e n apostrophe s*) room with other boys' (*b o y s apostrophe*) coats (*period*). That is, name every capital letter and every punctuation mark.

1. the boy s coat hung in the men s room with other boys coats
2. when you come again said my friend bring your sister with you
3. i havent seen fred and he hasnt seen me said the boy
4. my name is mary l jones and i live in nebraska in a city that is just about halfway between the rocky mountains and the mississippi river.

### ***71. Test, Review, and Final Practice:*** **Pronouncing Correctly**

The words that you have been learning to pronounce correctly during the past few years are given in the Appendix. Find them there (pages 177–178) and pronounce the lists rapidly and distinctly, to see whether you can do so without making any mistakes.

Turn to the Index to find where the words that you studied this year are explained. It is well to know how to make the Index help you.

Learn how to say the words that you mispronounced, practice saying them, and then test yourself again with the entire list. Use the dictionary.

## 72. Summary: the Year's Aims and Gains

Each aim, or gain, is stated as a rule of what a speaker or writer should do. The numbers in the parentheses refer to sections in this book.

1. Stand erect, on both feet, and look at the audience in a friendly way. (7)
2. Without straining or raising the voice, speak loud enough to be heard easily. (1, 7)
3. Speak distinctly, not mumbling the words, not too fast, and in a pleasant tone of voice. (7)
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (5, 7, 21, 37, 71)
5. Use correct English, avoiding particularly the common errors that have been studied and reviewed during the year.

REVIEWED: *saw, seen*, 4, 44, 69; *did, done*, 4, 44, 69; *came, come*, 4, 44, 69; *went, gone*, 4, 44, 69; *was, were*, 4, 44, 69; *learn, teach*, 4, 44, 69; *may, can*, 4, 44, 69; *isn't, aren't*, 4, 69; *those, them*, 4, 69; *no, not, never*, 4, 69; *lie, lying, lay, lain*, 4, 44, 69; *doesn't, don't*, 4, 44, 69; *it is I, he, she, we, they*, 55, 69; *ate, eaten*, 4, 44, 69; *wrote, written*, 4, 44, 69; *ran, run*, 4, 44, 69; *rang, rung*, 4, 44, 69; *sang, sung*, 4, 44, 69; *drank, drunk*, 4, 44, 69; *threw, thrown*, 4, 44, 69; *these, those, them*, 4, 69; *this, these, that, those*, 4, 69; *good, well*, 4, 69; *sit, sits, sitting, sat*, 4, 44, 69.

STUDIED AND REVIEWED: *sit, set*, 12, 69; *lie, lay*, 32, 69; *froze, frozen*, 18, 69; *broke, broken*, 18, 69; *spoke, spoken*, 18, 69; *tore, torn*, 44, 69; *like, as*, 68, 69; *unless, without*, 68, 69; *between, among*, 58, 69; *beside, besides*, 58, 69; *at, to*, 58, 69; *off, off of*, 58, 69; *in, into*, 58, 69; *who, whom*, 68, 69; *leave, let*, 68, 69.

6. Choose fitting words, words that express truly what you wish to say; do not use the same word too often. (6, 17)



7. Avoid the use of worn-out words. (39)
8. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (21)
9. Do not say the same thing always in the same words. (6, 17)
10. Know what a sentence is. (3, 9, 15)
11. Make a suitable pause between sentences. (1, 11)
12. Avoid using too many *and*'s. (1, 11, 62)
13. Show politeness. (1, 20, 50)
14. Have something worth while to say, something that will inform or entertain the hearer or reader. (4, 6, 7, 22)
15. Choose a subject of the right size — small enough for everything of interest to be said about it in a talk, report, or letter. (7, 8)
16. Begin the talk, story, report, or letter with a promising sentence. (2, 7)
17. Stick to the subject. Do not wander away to other subjects. (7)
18. End your talk, story, or letter with an interesting sentence. (7)
19. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (6, 17, 20, 36, 40, 47, 50)
20. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (6, 17, 36, 43)
21. Telephone distinctly, politely, and without waste of time or words. (20)
22. Have a clean, neat-looking paper. (14, 50)
23. Leave margins around the writing, wide enough to look well. (14)
24. Write plainly. (14)
25. Indent the first line of every paragraph. (14)
26. Arrange the parts of a letter neatly and correctly. (1, 14, 70)
27. Write the envelope address neatly and correctly above the greeting in a business letter. (29, 34, 50)
28. Address the envelope neatly, plainly, and correctly. (14, 50)

29. Know how to change a word to make it express ownership or possession. (33)
30. Know what mistakes to guard against in your speaking and writing. (1, 6, 7, 17)
31. Criticize the speaking and writing of others both clearly and politely, when asked to do so. (1, 6, 7, 17)
32. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (2, 10, 17, 18, 26, 28, 59)
33. Overcome your faults as a speaker and writer by *practice*; that is, by trying again and again to do better what you need to improve. (2, 7)
34. Observe the following rules, given on pages 180-185, for the use of capital letters and punctuation marks: *capital letters*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; *the period*, 13, 14, 15; *the question mark*, 16; *the exclamation mark*, 17; *the comma*, 18, 19, 20, 21, 22, 23, 24, 25; *the colon*, 26; *quotation marks*, 27, 28; *the hyphen*, 29; *the apostrophe*, 30, 31.
35. Know the following:  
Nouns, 25; singular and plural, 31, 33; the subject of a sentence, 9; principal word of subject, 24; pronouns, 54; adjectives, 38, 39, 52; verbs, 42; the predicate of a sentence, 15; principal word of predicate, 41; adverbs, 48, 49, 52; prepositions, 57; conjunctions, 48, 49; interjections, 64.

## APPENDIX

### I. Advanced Grammar

#### A. *Kinds of Sentences*

Some sentences tell something, as :

John is here.

Other sentences ask questions, as :

Where is John ?

A third kind of sentence gives a command, as :

John, come here.

Each of these three kinds of sentences has its own name.

**I. A declarative sentence is a sentence that tells something.**

These are declarative sentences :

1. John is here.
2. Several girls looked in at the open window.

**II. An interrogative sentence is a sentence that asks a question.**

The following are interrogative sentences :

1. Is John here?
2. Were the pupils in the fifth-grade room studying interrogative sentences?

**III. An imperative sentence is a sentence that expresses a command, a direction or instruction, or a request.**

These are imperative sentences :

1. Come here, please.
2. Turn to the right at the next corner.
3. Stir thoroughly before baking.
4. Kindly pass me that magazine, Mary.
5. Stop, look, listen.

Notice that the subject of an imperative sentence is not given in the sentence. It is the word *you*.

**Exercise.** Tell what kind of sentence each of the following is, and why you think so :

1. Hold your hand still.
2. Where did the accident happen?
3. The big car skidded on the wet pavement.
4. Steer carefully on that wet pavement.
5. Is there any oil on this smooth pavement?
6. Who is fishing in that lake in the woods?
7. You make too much noise, George.
8. Do not make so much noise, please.
9. Under the lilac bush sat a little squirrel.
10. Over the tree tops soared a hawk.
11. Get under cover, you chickens.
12. Where did that squirrel go?
13. The sun shone brightly from morning to evening.
14. Brightly, from morning to evening, shone the sun.
15. From morning to evening the sun shone brightly.
16. Ten thousand insects buzzed in the evening air.
17. The air was filled with thousands of buzzing insects.
18. Hear that buzzing. See those insects.
19. Why are there so many buzzing insects in the air?
20. Are they harmful?

**Writing.** 1. Write a declarative sentence. With what kind of letter does it begin? What mark follows it?

2. Write an interrogative sentence. Does it begin with a capital letter? What mark follows it?

3. Write an imperative sentence. Like a declarative sentence, it should begin with a capital letter and end with a period.

4. On paper and on the board write more sentences of these different kinds as the teacher calls for them.

### *B. Inverted Order of Subject and Predicate*

The subject of a sentence does not always come first. Sometimes the predicate comes first. Notice the order of subject and predicate in the following sentences:

1. Down the hall came the two girls.
2. The two girls came down the hall.
3. Cautiously, without a noise, advanced the Indians.
4. The Indians advanced cautiously, without a noise.

Sometimes only part of the predicate comes before the subject, as in the following sentences:

5. Down the hall the two girls ran.
6. Cautiously the Indians advanced without a noise.
7. How quickly can the boy run to the store?
8. How soon will the train reach the bridge?
9. On every street corner the crowds gathered.
10. On which street corner did the crowd gather?
11. Very carefully the boys crawled forward on the ice.

**Exercise.** Name the subject and the predicate of each of the eleven sentences above.

When the predicate of a sentence, as a whole or in part, precedes the subject we say that we have the **inverted order of subject and predicate**.

**Exercise.** 1. In the following sentences we have the inverted order of subject and predicate. Name the subject and the predicate of each sentence.

1. Where in the room is the lost nickel?
2. When during the past year have you written me a letter?
3. How swiftly can an airplane fly?
4. Behind the counter stood a bashful little boy.
5. Over our heads sailed the giant dirigible.
6. Where above the clouds was our friend's airplane?
7. On the blackboard were written the names of the honor pupils.
8. In his pocket was found a ham sandwich.
9. On the floor contentedly before the fire lay the lazy cat.
10. Is anything behind that bookcase?
11. Was anything saved in the fire?
12. Is Mary swimming?
13. Is Tom diving off the springboard?
14. Where in your garden do the berries grow?
15. On the tight rope danced the ropewalker.

2. Make a sentence. Tell whether subject and predicate are in the inverted order.

3. Make a sentence in which subject and predicate are in the natural order. Change them to the inverted order.

### *C. Compound Subject and Compound Predicate*

Notice the difference between the subjects of the following two sentences:

1. John drove to town yesterday.
2. John and Mary drove to town yesterday.

In the second sentence we have a double subject, that is, two nouns, both the subject of the same verb. The two nouns are joined by a conjunction. A subject of this sort is called a compound subject. A compound subject may consist of even more than two nouns. Each of the following sentences has a compound subject:



3. The boys and the girls were studying hard.
4. The days and the nights were very pleasant.
5. Some trees and many bushes have beautiful blossoms.
6. My cap and my umbrella were gone.
7. Bread, butter, and milk were on the table.

A predicate also may be compound. In that case we have two or more verbs having the same subject. Each of the following sentences has a compound predicate:

8. I went to town and bought a book.
9. He came, looked, and went away.
10. The bird built a nest and laid four eggs in it.
11. A hawk swooped down, seized the chick, and flew off with it.
12. The car skidded and struck a tree.

A sentence may have both a compound subject and a compound predicate, as has each of the following:

13. The dancers and the singers came forward and bowed.
14. The clowns and the jugglers performed and withdrew.
15. The pupils and the teachers arose and marched in good order from the burning building.
16. Elephants, tigers, lions, and other animals lived in that zoo and gave pleasure to many children.
17. Bread, butter, fruit, and milk were seized, chewed, swallowed, and digested by those hungry boys.
18. Paper and pencil lay on this desk and waited for the pupil's commands.
19. A car and a huge truck collided and slipped into the ditch.
20. The streets and the parks of the city were visited and enjoyed by the strangers from abroad.
21. When will you and Fred come here and help me?

**Exercise.** 1. Point out the subject and the predicate of each of the twenty-one sentences above. Tell whether each subject and each predicate is compound.

2. Make a sentence having a compound subject; another sentence having a compound predicate; a third sentence having both a compound subject and a compound predicate.

### *D. Adjective Phrases*

Sometimes an entire group of words is used like a single adjective. As you remember, the work of an adjective is to describe or point out a noun. A group of words may also be used to describe or point out a noun. The following sentences will make this clear:

1. A *wooden* building stood in the field.
2. A building *of wood* stood in the field.
3. He is an *ambitious* boy.
4. He is a boy *with ambition*.
5. A *friendly* smile was on her face.
6. A smile *of friendliness* was on her face.

In the first sentence the adjective *wooden* describes the noun *house*. In the second sentence the group of words *of wood* describes the noun *house*.

A group of words like *of wood* is called a **phrase**. Since the phrase *of wood* is used like an adjective, we call it an **adjective phrase**.

In the fifth sentence the noun *smile* is described by the adjective *friendly*. Instead of the adjective *friendly*, in the sixth sentence we have the adjective phrase *of friendliness*. Why do we call the phrase *of friendliness* an adjective phrase? Because it is used exactly like the adjective *friendly* to describe the noun *smile*.

**Exercise.** 1. Name the adjectives and the adjective phrases in the sentences on page 149. Tell what noun each describes or points out.

1. The song of the birds was heard.
2. She wore a hat with many feathers.
3. She wore a dress of bright colors.
4. The humorous speech was much enjoyed.
5. The speech with its many jokes was much enjoyed.
6. The speech with its pleasant humor was greatly enjoyed.
7. The applause of the crowd pleased the distinguished speaker.
8. A famous writer spoke.
9. A speaker of distinction addressed us.
10. A writer of note spoke.
11. A witty lawyer made a short clever speech.
12. A lawyer of wit made a speech.
13. The principal of our school was there.
14. A red-headed boy wrote an interesting poem.
15. A boy with red hair wrote a poem of much interest.
16. A blue-eyed little girl recited her own poem.
17. A little girl with blue eyes recited a poem.
18. He was a strong man.
19. He was a man of unusual strength.
20. He was a soldier of note.
21. He was a noted general.
22. She was a dressmaker of wide experience.
23. She was an experienced dressmaker.
24. It was a car of the very highest reputation.
25. He was a gentleman of fine courtesy.

2. Can you give several sentences of your own containing adjective phrases? Tell what noun each of your adjective phrases describes or points out.

An adjective phrase is a phrase that is used like an adjective, to describe or point out a noun or pronoun.

### *E. Adverbial Phrases*

Do you remember that an adverb is a word that is used to add meaning to a verb? Sometimes an entire group of words does this same work — adds meaning

to a verb. The following sentences show how such groups of words can take the place of a single adverb :

1. The children awoke *early*.
2. The children awoke *at an early hour*.
3. The girl dresses *well*.
4. The girl dresses in *good taste*.
5. He spoke *jokingly*.
6. He spoke *in a joking way*.

In the first sentence the adverb *early* adds meaning to the verb *awoke*. The group of words *at an early hour*, in the second sentence, also adds meaning to the verb *awoke*.

A group of words like *at an early hour* is called a phrase. If it is used like an adverb, to add meaning to a verb, it is called an **adverbial phrase**.

In the fourth sentence you see an adverbial phrase, *in good taste*. Why is it called an adverbial phrase? Because it adds meaning to the verb *dresses*, just as in the third sentence the adverb *well* adds meaning to the verb *dresses*.

**Exercise.** 1. Name the adverbs and the adverbial phrases in the following sentences. Name the verb to which each adds meaning :

1. The cat crawled cautiously toward the mouse.
2. The cat crawled toward the mouse with great caution.
3. The wind blew noisily.
4. The wind blew with a loud roar.
5. The girls danced gracefully.
6. The girls danced with much grace.
7. Every pupil raised his hand immediately.
8. Every pupil raised his hand at once.
9. The flag was quickly hoisted.
10. The flag was hoisted without delay.
11. Please handle this package with care.
12. Please handle this package carefully.

13. He spoke successfully.
14. He spoke with unusual success.
15. He spoke twice without success.
16. The men carried the box with care.
17. The men carried the box carefully.
18. They attacked with marked courage.
19. The fort was defended with stirring bravery.
20. Hopelessly the soldiers fought on with splendid courage.
21. With little hope the soldiers struggled bravely on.
22. Unexpectedly a ship appeared in the river.
23. The ship appeared without warning.
24. We were sitting on a bench.
25. They sang with very pleasant voices.

2. Give several sentences of your own in which you use adverbs and adverbial phrases. Point out the verb in each sentence to which each adverb or adverbial phrase adds meaning.

An adverbial phrase is a phrase that is used like an adverb, to add meaning to a verb.

### *F. Proper Nouns and Proper Adjectives*

#### I

Some nouns are called proper nouns. You can tell them by their first letter. This is always a capital letter. All the other nouns begin with a small letter and are called common nouns.

**Exercise.** Pick out the proper nouns from this list :

boy	aviator	book	Atlantic	Christmas
George	Lindbergh	Bible	ocean	holiday
girl	day	horse	America	Thanksgiving
Mary	Tuesday	Dobbin	continent	street
city	month	dog	Asia	Broadway
Denver	February	Rover	Europe	Florida



Do you see why some nouns are called proper nouns? How does the noun *boy* differ from the noun *George*? The noun *boy* refers to any boy, but the noun *George* is the name of a particular boy. How does the noun *month* differ from the noun *February*? The noun *month* belongs to a whole dozen months in common, but the noun *February* it is proper to use of only one of the months. So *February* is a proper noun, and *month* is a common noun.

**Exercise.** 1. From the list on page 151 pick out the common and the proper nouns again. This time tell why you call them common or proper.

2. Write on paper or on the board several short sentences containing proper nouns.

A proper noun is the name of a particular person, place, or thing.

A proper noun may consist of several words, as :

George Washington  
United States

Palmer House  
Monroe Street

Mississippi River  
Lake Michigan

A proper noun should begin with a capital letter.

## II

As there are proper nouns, so there are proper adjectives. Like proper nouns proper adjectives begin with a capital letter. In fact, proper adjectives are made from proper nouns. So the proper adjective *Mexican* comes from the proper noun *Mexico*; the proper adjective *Cuban*, from the proper noun *Cuba*; the proper adjective *Russian*, from the proper noun *Russia*.

**Exercise.** 1. Make a proper adjective from each of the proper nouns at top of page 153 and write it on the board or on paper. Let your dictionary help you.



- |            |            |               |              |
|------------|------------|---------------|--------------|
| 1. America | 6. Turkey  | 11. Austria   | 16. Scotland |
| 2. Canada  | 7. Sweden  | 12. Belgium   | 17. Wales    |
| 3. Africa  | 8. Spain   | 13. Europe    | 18. France   |
| 4. Italy   | 9. England | 14. Australia | 19. Germany  |
| 5. Texas   | 10. Poland | 15. India     | 20. Portugal |

2. Write several sentences containing proper adjectives.

A proper adjective should begin with a capital letter.

### G. Sentence Analysis

Every sentence consists of two main parts: the subject and the predicate. Furthermore, the subject can be separated into its parts. These are (1) the principal word of the subject, and (2) the other words that go with the principal word. The predicate also can be divided into its parts, which are (1) the verb and (2) the word or groups of words that add meaning to the verb.

Notice below how a sentence is analyzed:

#### A SENTENCE TAKEN APART

*A tall, handsome soldier in full uniform stood quietly before the khaki tent.*

- I. The entire subject is *A tall, handsome soldier in full uniform*.  
The entire predicate is *stood quietly before the khaki tent*.
- II. The principal word of the subject is the noun *soldier*.  
The principal word of the predicate is the verb *stood*.
- III. With the principal word of the subject *soldier* belong the adjectives *a, tall, handsome*, and the adjective phrase *in full uniform*.  
With the verb *stood* belong the adverb *quietly* and the adverbial phrase *before the khaki tent*.

**Exercise.** Analyze each of the following sentences; that is, separate each into its parts and show how these parts belong together :

1. A luscious orange lay in the basket.
2. The green car with the colored driver stood at the corner.
3. Several women in summer dresses came toward the car.
4. A tall policeman signaled to the driver angrily.
5. The polite driver bowed courteously to the officer.
6. Two small boys looked curiously on.
7. A young man on a bicycle whizzed hurriedly past them.
8. A ripe red apple of good size hung loosely on a high branch.
9. The orchard belongs to my uncle.
10. The friendly conductor smiled at the school children.
11. The grocer at the next corner sneezed into his new handkerchief.
12. That handkerchief had been given to him by his wife.
13. Every pupil in the class worked hard at the lesson.
14. A boy was writing on the blackboard.
15. The other children were writing on paper at their desks.
16. An apple and a pear lay on the little girl's plate.
17. A glass of sweet milk stood beside her plate.
18. She and her brother were eating and talking.
19. The school bell was ringing in the distance.
20. Their big brother drove to school in the car.
21. All three children jumped hurriedly into the big automobile.
22. A flock of white chickens was scratching in the yard.
23. Two horses were waiting for the farmer.
24. The young farmer's wife was singing and working in the kitchen.
25. A pretty baby was crawling on the floor.
26. The farmer's wife and the baby went to the door and looked out.
27. Several large geese waddled about in the muddy yard.
28. A stranger with a satchel stepped to the door and knocked at it.
29. He talked about a book and other things in his satchel.
30. The young farmer listened politely and smiled.

## II. Correct Usage

## A

Notice below, at the left, the column of words in alphabetical order. Notice the sentences at the right, in which is shown the correct use of the words in the parentheses. Refer to those sentences when you need information that will help you fill correctly the blanks in the tests and drills that follow in section B (pages 157-165).

- |                            |  |
|----------------------------|--|
| 1. (ate, eaten)            | Little Jack Horner <i>ate</i> the plum.<br>He <i>has eaten</i> plums before.<br>The plums <i>were eaten</i> .                                    |
| 2. (came, come)            | Cæsar <i>came</i> , saw, conquered.<br>Others <i>have come</i> after him.<br>He <i>had come</i> before.  |
| 3. (did, done)             | The boys <i>did</i> their best.<br><i>Have</i> the girls <i>done</i> their best?<br>The work <i>was done</i> .                                   |
| 4. (doesn't, don't)        | I <i>don't</i> know and you <i>don't</i> know.<br>He <i>doesn't</i> know and she <i>doesn't</i> know.<br>They <i>don't</i> and we <i>don't</i> . |
| 5. (drank, drunk)          | <i>Have</i> you <i>drunk</i> your milk?<br>I <i>drank</i> it before John <i>drank</i> his.<br>He <i>hasn't drunk</i> his.                        |
| 6. (good, well)            | A <i>good</i> singer sings <i>well</i> .<br>A <i>good</i> dancer dances <i>well</i> .<br>That sounds <i>well</i> .                               |
| 7. (isn't, aren't, am not) | He <i>isn't</i> going and I <i>am not</i> going.<br>You <i>aren't</i> going and we <i>aren't</i> going.<br>That <i>isn't</i> right.              |
| 8. (I, he, she, we, they)  | It was <i>he</i> and <i>I</i> , not <i>she</i> and <i>I</i> .<br>It was <i>they</i> and <i>we</i> who saw him.<br>It was <i>I</i> who did it.    |
| 9. (learn, teach)          | After I <i>learn</i> it, I will <i>teach</i> it to you.<br>You cannot <i>teach</i> others what you<br>yourself have not <i>learned</i> .         |

10. (lie, lay) The dog *lies* on the ground.  
John always *lays* his books here.  
The cat *lay* on the rug yesterday.  
John *laid* his knife on the table.  
Who *has lain* on my bed?  
Who *has laid* his coat on my bed?  
What *is* that *lying* on the floor?  
They *were laying* their papers on the teacher's desk.
11. (may, can) *Can* you speak French?  
*May* I ask you a question, Miss Smith?
12. (no, not, never) I have *no* money. I *haven't* any money.  
I have earned *no* money. I have *not* earned any money. I have *never* earned any money.
13. (ran, run) The cat *ran* away with the spoon.  
How far *has* she *run*?
14. (rang, rung) The janitor *rang* the bell.  
He *has rung* it many times.
15. (sang, sung) *Have* you *sung* this song often?  
I *sang* it every day for a week.
16. (saw, seen) I *haven't seen* you for a month.  
I *saw* you last about a month ago.
17. (set, sit) *Set* the box on the floor, and *sit* on it.  
There he *sits* on the box; he *set* it on the floor.  
There he *sat*, where he *is sitting* now.  
He *set* the box there and *sat* on it.
18. (these, those, them) Do you see *those* clouds? Do you see *them*?  
You may have *these* books. You may keep *them*.
19. (this, these) Do you like *this* sort of apples?  
I like *these* apples; I like *this* kind of pears, too.
20. (that, those) Where can I buy *that* kind of shoes?  
Where did you get *those* slippers? I like *that* sort of slippers.

21. (threw, thrown) He *threw* the apple away.  
That is the first apple he *has thrown*  
away.
22. (was, were) Where *were* you while we *were* away?  
I *was* in school. My two brothers  
*were* in school, too.
23. (went, gone) Has your father *gone* to the city?  
He *went* yesterday.
24. (wrote, written) I *have written* him a letter.  
I *wrote* it this morning.

### B

Test and Drill. 1. Under the heading *Ate, Eaten* below there are several questions and answers. Read these, filling each blank in the answers with *ate* or *eaten*, whichever you think correct. On a sheet of paper write the correct words with their numbers. Check your work in the usual way. If you made any mistakes, read the questions and answers aloud several times, filling the blanks as you read, until you can do this correctly and rapidly.

2. In the same way test and drill yourself with the help of the questions and answers under *Came, Come* below; with those under *Did, Done; Doesn't, Don't*; and so on, as the teacher directs. If you do not know with which one of two words to fill a blank, find those words in the sentences in section A above and learn their correct use.

### *Ate, Eaten*

1. *Question.* Have you eaten anything today?

*Answer.* I <sup>1</sup> my breakfast at seven, but I  
have <sup>2</sup> nothing since. I have not  
<sup>3</sup> any lunch.

2. *Question.* Have you ever eaten pineapple?

*Answer.* I have <sup>4</sup> canned pineapple. I <sup>5</sup> some yesterday, but I have never <sup>6</sup> any other kind.

*Came, Come*

3. *Question.* Has your friend come yet?

*Answer.* He <sup>7</sup> this morning, but his brother has not <sup>8</sup> yet. My friend <sup>9</sup> alone.

4. *Question.* Have they ever come to see you before?

*Answer.* They have often <sup>10</sup> to see me. They <sup>11</sup> last year, and they <sup>12</sup> the year before.

*Did, Done*

5. *Question.* What have you done with my book?

*Answer.* I have <sup>13</sup> nothing with it. I <sup>14</sup> nothing with any book. I <sup>15</sup> my work outdoors.

6. *Question.* Have you done your examples?

*Answer.* I <sup>16</sup> the first two. I have not <sup>17</sup> the rest. How many have you <sup>18</sup> ?

*Doesn't, Don't*

7. *Question.* Don't you know how to do the problems?

*Answer.* I <sup>19</sup> know how to do the third, and John <sup>20</sup> know either. Mary <sup>21</sup> know.

8. *Question.* Doesn't Mary know either?

*Answer.* Mary <sup>22</sup> know, Henry <sup>23</sup> know, and I <sup>24</sup> know.



*Drank, Drunk*

9. *Question.* Have you ever drunk cider?

*Answer.* I <sup>25</sup> some last winter. I <sup>26</sup> some last month. I have often <sup>27</sup> cider.

10. *Question.* What did you drink for breakfast?

*Answer.* I <sup>28</sup> milk this morning. Yesterday I <sup>29</sup> a little tea. I have sometimes <sup>30</sup> cocoa.

*Good, Well*

11. *Question.* Is Julia a good dancer?

*Answer.* She dances <sup>31</sup>. She dances very <sup>32</sup>.  
Indeed, she does everything <sup>33</sup>.

12. *Question.* Can she cook well?

*Answer.* She is a <sup>34</sup> cook. She bakes <sup>35</sup>.  
She cooks very <sup>36</sup> indeed.

*Isn't, Am Not, Aren't*

13. *Question.* Isn't that boy your brother?

*Answer.* No, he <sup>37</sup> my brother, and I <sup>38</sup> his brother. We <sup>39</sup> related.

14. *Question.* Aren't you and he cousins?

*Answer.* No, we <sup>40</sup> cousins. We <sup>41</sup> related.  
He <sup>42</sup> related to me at all.

*I, Me; He, Him; She, Her; We, Us; They, Them*

15. *Question.* Was it he and you or she and you that wrote the funny jingle?

*Answer.* It was not <sup>43</sup> and <sup>44</sup>. It was <sup>45</sup> and <sup>46</sup>.

16. *Question.* Was it we or they that made the mistake?

*Answer.* It wasn't <sup>47</sup>. It was <sup>48</sup>.

*Learn, Teach*

17. *Question.* When you have learned that trick, will you teach it to me?

*Answer.* Certainly I will <sup>49</sup> it to you. Then you can <sup>50</sup> it to someone else. But before I can teach it I must <sup>51</sup> it.

18. *Question.* How did you learn to speak so well?

*Answer.* I <sup>52</sup> something about it every day in school. My teachers <sup>53</sup> me. At home my parents <sup>54</sup> me how to speak better.

*Lie, Lay; Lying, Laying; Lay, Laid; Lain, Laid*

19. *Question.* What has that dog been doing?

*Answer.* He has been <sup>55</sup> quietly by the fire. He always <sup>56</sup> there in the evening. He is <sup>57</sup> there now.

20. *Question.* Has he lain there all this evening?

*Answer.* He <sup>58</sup> there an hour ago. He is <sup>59</sup> there now. He has <sup>60</sup> there more than an hour.

21. *Question.* Who laid this cap on my desk?

*Answer.* John <sup>61</sup> his cap there. I saw it <sup>62</sup> there a few minutes ago. It isn't <sup>63</sup> on your desk now.

22. *Question.* Is that Mary laying the cloth on the table?

*Answer.* Mary <sup>64</sup> the cloth on the table yesterday. She is <sup>65</sup> it now. See how smoothly it <sup>66</sup> on the table.

*May, Can*

23. *Question.* May I ask you a question?  
*Answer.* You <sup>67</sup>\_\_, but I <sup>68</sup>\_\_ not answer hard questions. I <sup>69</sup>\_\_ answer easy ones.
24. *Question.* Can you skate?  
*Answer.* I can. I'll ask mother whether I <sup>70</sup>\_\_ go. Mother, <sup>71</sup>\_\_ I go skating? <sup>72</sup>\_\_ I go right away?

*No, Any; Never, Ever*

25. *Question.* Have you any money with you?  
*Answer.* I haven't <sup>73</sup>\_\_ money with me. I haven't <sup>74</sup>\_\_ any money with me when I go to school. I don't need <sup>75</sup>\_\_ money in school.
26. *Question.* Have you ever seen an Eskimo?  
*Answer.* I have <sup>76</sup>\_\_ seen one. I have never seen <sup>77</sup>\_\_ polar bears. I haven't seen <sup>78</sup>\_\_ icebergs either.

*Ran, Run*

27. *Question.* Did you run to school this morning?  
*Answer.* We <sup>79</sup>\_\_ all the way. I have never <sup>80</sup>\_\_ so fast before. John <sup>81</sup>\_\_ with me.
28. *Question.* How far can you run?  
*Answer.* I have <sup>82</sup>\_\_ a hundred yards. I never <sup>83</sup>\_\_ a mile. I have often <sup>84</sup>\_\_ to school.

*Rang, Rung*

29. *Question.* Who rang the school bell this morning?  
*Answer.* The janitor <sup>85</sup>\_\_ it. He <sup>86</sup>\_\_ it this noon. He has always <sup>87</sup>\_\_ it.

30. *Question.* How many years has he rung that bell?  
*Answer.* He <sup>88</sup>\_\_\_ it when I first came here. He  
<sup>89</sup>\_\_\_ it before that. He has <sup>90</sup>\_\_\_ it  
 more than five years.

*Sang, Sung*

31. *Question.* What did you sing today?  
*Answer.* We <sup>91</sup>\_\_\_ one of the old songs that we  
 have often <sup>92</sup>\_\_\_. We <sup>93</sup>\_\_\_ it several  
 times.
32. *Question.* When did you first sing that song?  
*Answer.* I first <sup>94</sup>\_\_\_ it when I was in the third  
 grade. I have often <sup>95</sup>\_\_\_ it since.  
 I <sup>96</sup>\_\_\_ it only today.

*Saw, Seen*

33. *Question.* Have you seen my little sister today?  
*Answer.* I <sup>97</sup>\_\_\_ her at noon. I <sup>98</sup>\_\_\_ her coming  
 out of the school. I have not <sup>99</sup>\_\_\_  
 her since.
34. *Question.* Who saw me skating this morning?  
*Answer.* I <sup>100</sup>\_\_\_ you, Fred. We all <sup>101</sup>\_\_\_ you.  
 We have often <sup>102</sup>\_\_\_ you skating.

*Set, Sit ; Setting, Sitting ; Sets, Sits ; Set, Sat*

35. *Question.* Is your father sitting on the porch?  
*Answer.* He is <sup>103</sup>\_\_\_ in the swing. He often <sup>104</sup>\_\_\_  
 there. He <sup>105</sup>\_\_\_ there yesterday.
36. *Question.* Who set that stool on the lawn?  
*Answer.* I <sup>106</sup>\_\_\_ it there. I want to <sup>107</sup>\_\_\_ on it.  
 I was <sup>108</sup>\_\_\_ on it this morning.

*These, Them ; Those, Them*

37. *Question.* Do you see those sailboats on the lake?

*Answer.* I have been looking at <sup>109</sup> boats for some time. <sup>110</sup> are the boats that are racing. See <sup>111</sup> now.

38. *Question.* Whose books are these?

*Answer.* <sup>112</sup> books belong to <sup>113</sup> boys. I know <sup>114</sup> boys.

*This, These*

39. *Question.* Where did you get these odd scissors?

*Answer.* I bought <sup>115</sup> scissors in Paris. You cannot get <sup>116</sup> kind of scissors in America. <sup>117</sup> sort of scissors is made abroad.

40. *Question.* Where can I buy gloves like yours?

*Answer.* You can buy <sup>118</sup> kind of gloves at any good store. Do you like <sup>119</sup> gloves? Don't you like <sup>120</sup> other sort of gloves better?

*That, Those*

41. *Question.* Where did you buy those boots you are wearing?

*Answer.* You can buy <sup>121</sup> sort of boots anywhere. I got <sup>122</sup> boots for Christmas. Most boys wear <sup>123</sup> kind of boots?

42. *Question.* Do you like that kind of boots best?

*Answer.* I like <sup>124</sup> boots better than <sup>125</sup> shoes. I don't like <sup>126</sup> sort of shoes.

*Threw, Thrown*

43. *Question.* Who threw that ball into the flower bed?

*Answer.* I <sup>127</sup> it there by mistake. I never <sup>128</sup> it there before, although I have <sup>129</sup> it over the fence once or twice.

44. *Question.* Have you ever thrown a ball over that tree?

*Answer.* I once <sup>130</sup> a ball over a shed, but I have never <sup>131</sup> a ball so high as that tree. My father has <sup>132</sup> even higher.

*Was, Were*

45. *Question.* Where was your brother yesterday?

*Answer.* He <sup>133</sup> at home. Both of us <sup>134</sup> at home. Where <sup>135</sup> you?

46. *Question.* Who were those men that talked with you?

*Answer.* They <sup>136</sup> my two uncles. One of them <sup>137</sup> on his way to the station. Both <sup>138</sup> in a hurry.

*Went, Gone*

47. *Question.* Have you ever gone into the woods?

*Answer.* I have often <sup>139</sup> into the woods. I <sup>140</sup> only last week. I have <sup>141</sup> three times this month.

48. *Question.* Who went with you?

*Answer.* Two or three classmates have usually <sup>142</sup> along. I never <sup>143</sup> alone. My big brother has sometimes <sup>144</sup> with me.



*Wrote, Written*

49. *Question.* Have you written a letter to your uncle lately?

*Answer.* I <sup>145</sup>\_\_\_ him one last Christmas. I have not <sup>146</sup>\_\_\_ to him since. He has <sup>147</sup>\_\_\_ to me once or twice.

50. *Question.* When did he last write to you?

*Answer.* He has <sup>148</sup>\_\_\_ twice since Christmas. He has <sup>149</sup>\_\_\_ once since the first of May. I think he <sup>150</sup>\_\_\_ me about the middle of May.

## C

**Test and Drill.** 1. Under the heading *Among, Between* below there are several questions and answers. After reading each question, fill the blanks in the answer with *among* or *between*, whichever you think correct. On a sheet of paper write the correct words with their numbers. Check your work in the usual way. If you made any mistakes, read the questions and answers aloud several times, filling the blanks as you read, until you can do this both correctly and rapidly.

2. In the same way test and drill yourself with the help of the questions and answers under *At, To* below; with those under *Beside, Besides; Broke, Broken*; and so on, as the teacher directs. The correct use of each of these words is explained in this book. Find where by consulting the Index.

*Among, Between*

1. *Question.* Where is Fred's letter, John?

*Answer.* It is <sup>1</sup>\_\_\_ those papers. It is <sup>2</sup>\_\_\_ Mary's letter and Joan's. You will find others <sup>3</sup>\_\_\_ those papers.

2. *Question.* Is there anybody among us who speaks French?

*Answer.* No one <sup>4</sup> us speaks French, and <sup>5</sup> you and me there are very few <sup>6</sup> us who speak the best English.

*At, To*

3. *Question.* Where are we now?

*Answer.* We are <sup>7</sup> the station. Soon we shall be <sup>8</sup> home. Tomorrow we shall be <sup>9</sup> school.

4. *Question.* Where is your father?

*Answer.* He is <sup>10</sup> the office. He goes <sup>11</sup> the office every morning. In the afternoons he is <sup>12</sup> the farm.

*Beside, Besides*

5. *Question.* What is that beside you?

*Answer.* This bundle <sup>13</sup> me is my camping outfit. I have other things <sup>14</sup> this for camping. I keep this bundle <sup>15</sup> me on the car seat.

6. *Question.* Is anyone besides you going to the camp?

*Answer.* No one <sup>16</sup> me is going today. I am not afraid. My dog will sleep in the tent <sup>17</sup> me. For protection <sup>18</sup> the dog I have my good rifle.

*Broke, Broken*

7. *Question.* Have you broken anything?

*Answer.* I <sup>19</sup> the hammer, but besides that I have <sup>20</sup> nothing. I have never <sup>21</sup> a hammer before.

8. *Question.* What did you break yesterday?

*Answer.* Except the hammer I have \_<sup>22</sup>\_\_ nothing  
for a week. Mary \_<sup>23</sup>\_\_ a dish, but  
I have \_<sup>24</sup>\_\_ nothing.

*Froze, Frozen*

9. *Question.* Did you ever freeze your toes?

*Answer.* I nearly \_<sup>25</sup>\_\_ my nose once, but I have  
never \_<sup>26</sup>\_\_ my toes. I have never  
\_<sup>26</sup>\_\_ my ears.

10. *Question.* Is the water frozen?

*Answer.* It is not \_<sup>27</sup>\_\_. Nothing \_<sup>28</sup>\_\_ last night.  
Nothing has \_<sup>29</sup>\_\_ here this fall.

*In, Into*

11. *Question.* Where is the baby?

*Answer.* That child is \_<sup>31</sup>\_\_ something again. He  
crawls from one room \_<sup>32</sup>\_\_ another.  
Please put him \_<sup>33</sup>\_\_ his cradle.

12. *Question.* Did you put the bundle into the car?

*Answer.* I put it \_<sup>34</sup>\_\_ the basket \_<sup>35</sup>\_\_ the car.  
It is \_<sup>36</sup>\_\_ there now.

*Leave, Let*

13. *Question.* Do you ever let anyone drive your car?

*Answer.* I sometimes \_<sup>37</sup>\_\_ my brother drive it.  
I never \_<sup>38</sup>\_\_ the car unlocked. I  
I never \_<sup>39</sup>\_\_ anyone else lock it.

14. *Question.* Can Alonzo drive a car?

*Answer.* Yes, you can \_<sup>40</sup>\_\_ him drive it. You  
can \_<sup>41</sup>\_\_ that careful boy do anything.  
I am not afraid to \_<sup>42</sup>\_\_ him to himself.

*Lie, Lay*<sup>1</sup>

15. *Question.* Did you lay your gloves on the chair?  
*Answer.* Yes, there they <sup>43</sup>\_. If you <sup>44</sup>\_ your gloves on a chair, they <sup>45</sup>\_ on that chair waiting for you to pick them up.
16. *Question.* Does your dog obey you?  
*Answer.* When I tell him to <sup>46</sup>\_ down, he will <sup>47</sup>\_ down. <sup>48</sup>\_ down, Rover. Do you see?

*Like, As*

17. *Question.* Is your sister like you?  
*Answer.* She is <sup>49</sup>\_ me in some things. She does not talk <sup>50</sup>\_ I do, and she does not care for music <sup>51</sup>\_ I do.
18. *Question.* Does she read books as you do?  
*Answer.* She is not <sup>52</sup>\_ me in reading one book after another. She enjoys skating <sup>53</sup>\_ you do, and she enjoys games <sup>54</sup>\_ we all do.

*Off, Off Of*

19. *Question.* What does that sign say?  
*Answer.* It says, "Keep <sup>55</sup>\_ the grass." All these signs tell us to keep <sup>56</sup>\_ something or other. You had better get <sup>57</sup>\_ that bench.
20. *Question.* Do you think I ought to get off a park bench?  
*Answer.* No, you need not get <sup>58</sup>\_ the bench, but do keep <sup>59</sup>\_ the lawn. You had better keep <sup>60</sup>\_ the tennis court.

<sup>1</sup> See also questions and answers for *lie* and *lay* on page 160.

*Set, Sit*<sup>1</sup>

21. *Question.* Did you set the baby on the chair?  
*Answer.* Yes, but she will not <sup>61</sup> still. I <sup>62</sup> her in a good place, but she will not <sup>63</sup> there.
22. *Question.* Will she sit on the swing?  
*Answer.* Mother does not want me to <sup>64</sup> her on the swing. That is not a safe place for her to <sup>65</sup>. I think she will have to <sup>66</sup> on my lap.

*Spoke, Spoken*

23. *Question.* Has your brother spoken his piece yet?  
*Answer.* He has not <sup>67</sup> yet. He <sup>68</sup> it this morning at home, but he has not yet <sup>69</sup> it in school.
24. *Question.* Did anyone speak to you on your way home from school this afternoon?  
*Answer.* Mr. Brown <sup>70</sup> to me, but no one else has <sup>71</sup> to me. Oh yes, some boys have <sup>72</sup> to me about the game.

*Tore, Torn*

25. *Question.* Have you torn your coat again?  
*Answer.* I have <sup>73</sup> one sleeve, but I have <sup>74</sup> nothing else. I <sup>75</sup> a button off the cuff.
26. *Question.* Isn't your shirt torn, too?  
*Answer.* No, it isn't <sup>76</sup>. I may have <sup>77</sup> the sleeve of it a little, but not much of it is <sup>78</sup>.

<sup>1</sup> See also questions and answers for *set* and *sit* on page 162.

*Unless, Without*

27. *Question.* Is Tom going down town without you?

*Answer.* I do not think he will go \_<sup>79</sup>\_\_ I go. He doesn't like to go \_<sup>80</sup>\_\_ me. \_<sup>81</sup>\_\_ I go he will probably stay at home.

28. *Question.* Can we do this unless you help us?

*Answer.* You can do it very well \_<sup>82</sup>\_\_ me, but I will help you \_<sup>83</sup>\_\_ I am too busy. You may make some mistakes \_<sup>84</sup>\_\_ I help.

*Who, Whom*

29. *Question.* Whom do you see on the street, Jane?

*Answer.* \_<sup>85</sup>\_\_ do I see? \_<sup>86</sup>\_\_ could it be but Sue? It is Sue \_<sup>87</sup>\_\_ I see, of course.

30. *Question.* Who is on the porch, Frank?

*Answer.* \_<sup>88</sup>\_\_ could it be? It must be Fred \_<sup>89</sup>\_\_ we hear. \_<sup>90</sup>\_\_ do you think you hear?

## III. Spelling Certain Troublesome Words

## A

Notice below, at the left, the column of words in alphabetical order. Notice the sentences at the right, in which is shown the correct use, meaning, and spelling of those words. Refer to the sentences when you need information that will help you fill correctly the blanks in the tests and drills that follow in section *B* (pages 172-175).

- |                   |  |
|-------------------|--|
| 1. (an, and)      | <i>An ox and an old mule stood in the pasture.</i> |
| 2. (are, or, our) | <i>Are you or we to do our exercises first?</i>    |
| 3. (ate, eight)   | <i>Eight boys ate eight sandwiches, one each.</i>  |
| 4. (blew, blue)   | <i>The wind blew clouds across the blue sky.</i>   |



5. (by, buy) I *buy* my marbles in the store *by* the school.
6. (cent, sent) For one *cent* a message on a postcard can be *sent* three thousand miles.
7. (father, farther) I think that my *father* has traveled *farther* than your *father*.
8. (flower, flour) Bread is made of *flour*; bouquets are made of *flowers*.
9. (for, four) *Four* boys asked *for* bones *for* their dogs.
10. (grate, great) The *great* poet sat before his cheerful *grate* fire.
11. (hare, hair) The *hare* is an animal like a rabbit. It has a fur of soft *hair*.
12. (half, have) I *have* only *half* as many marbles as Fred.
13. (hear, here) Did you *hear* her sing when she gave a concert *here*?
14. (hoarse, horse) His voice was *hoarse* as he called to us from his *horse*.
15. (knew, new) I *knew* that that was a *new* car.
16. (knight, night) During that dark *night* I dreamed of a *knight* in full armor.
17. (know, no) I *know* that you made *no* mistakes.
18. (knows, nose) She *knows* that she has a pretty *nose*.
19. (meat, meet) Where shall we *meet*? At the *meat* market?
20. (none, nun) The faithful *nun* entered the church, but *none* of the people saw her.
21. (of, off) The first *of* the signs said, "Keep *off*."
22. (one, won) *One* of my classmates *won* the prize.
23. (pair, pear) On the *pear* tree sat a *pair* of birds.
24. (peace, piece) May I have another *piece* of pie?  
After the war there came years of *peace*.
25. (read, red) I have *read* the book with the *red* cover.
26. (right, write) You *write* with your *right* hand.
27. (road, rode) He *rode* slowly down the country *road* on his old horse.
28. (root, route) The travelers' *route* lay through the jungle. They dug up the tree, *root* and all.
29. (sail, sale) When do you *sail* for Europe?  
There was a bargain *sale* of shoes.

30. (sew, sow) The farmer *sows* seed in the field ; his wife *sews* at her sewing machine.
31. (son, sun) The warm *sun* shone down on father and *son*.
32. (stair, stare) We sat on the *stair*. All we could do was to *stare* at the stranger.
33. (than, then) I am older *than* he.  
When you call, *then* we shall answer.
34. (their, there) Is that *their* car over *there*?
35. (to, too, two) Are you *two* girls going *to* the circus *too*?
36. (waist, waste) A broad belt was about his *waist*.  
Do not *waste* any paper.
37. (wait, weight) *Wait* until the doctor weighs you ; he wants to know your *weight*.
38. (way, weigh) That is the *way* to the doctor's office. He will *weigh* you.
39. (weak, week) Last *week* George was too *weak* to go to school.
40. (wear, where) *Where* do you buy those pretty hats that you *wear*?
41. (wood, would) *Would* you live in a house made of *wood* if you could live in one made of brick?

### B

**Test and Drill.** 1. Each blank in the following sentences is to be filled with one of the words that you see in the parenthesis before the sentence. On a sheet of paper write the numbers 1 to 20. Then, opposite each of these numbers, write the correct word for the blank of that number. Check your work. If you have made any mistakes, read the sentences aloud, pronounce the word for each blank, and spell that word. Thus, for blank 9 say *blue*, then spell *b l u e*.

2. In the same way test and drill yourself with the blanks from 21 to 40; from 41 to 60; from 61 to 80; from 81 to 102; from 103 to 127.

1. (an, and) I see \_<sup>1</sup>\_ apple tree \_<sup>2</sup>\_ I see \_<sup>3</sup>\_  
apple on it.
2. (are, or, our) \_<sup>4</sup>\_ those \_<sup>5</sup>\_ blankets \_<sup>6</sup>\_ yours?
3. (ate, eight) There were \_<sup>7</sup>\_ of us, and we \_<sup>8</sup>\_  
lunch together.
4. (blew, blue) His eyes were \_<sup>9</sup>\_ and his hair, which the  
wind \_<sup>10</sup>\_, was yellow.
5. (by, buy) \_<sup>11</sup>\_ your apples \_<sup>12</sup>\_ the bushel, not  
\_<sup>13</sup>\_ the quart.
6. (cent, sent) We \_<sup>14</sup>\_ to the bank for a new \_<sup>15</sup>\_.
7. (father, farther) My \_<sup>16</sup>\_ swam \_<sup>17</sup>\_ and \_<sup>18</sup>\_ from the  
shore.
8. (flower, flour) I picked a red \_<sup>19</sup>\_.
9. (for, four) The grocer brought a bag of \_<sup>20</sup>\_.
10. (grate, great) " \_<sup>21</sup>\_ pencils \_<sup>22</sup>\_ a dime," said the clerk.
11. (hair, hare) Burning in the \_<sup>23</sup>\_ lay a \_<sup>24</sup>\_ round log  
of maple.
12. (half, have) The boy combed his \_<sup>25</sup>\_.
13. (hear, here) The hunter shot a \_<sup>26</sup>\_.
14. (hoarse, horse) I \_<sup>27</sup>\_ more than \_<sup>28</sup>\_ of my examples  
finished.
15. (knew, new) Perhaps you can \_<sup>29</sup>\_ better from \_<sup>30</sup>\_  
than from over there.
16. (knight, night) Your voice is \_<sup>31</sup>\_.
17. (know, no) See that fine black \_<sup>32</sup>\_.
18. (knows, nose) Everybody in the class \_<sup>33</sup>\_ that I was  
wearing a \_<sup>34</sup>\_ suit.
19. (meat, meet) I read a book about a \_<sup>35</sup>\_ in shining armor.
20. (none, nun) In winter I get up at \_<sup>36</sup>\_.
21. (one, none) I \_<sup>37</sup>\_ that there is \_<sup>38</sup>\_ such thing as  
a ghost.
22. (open, upon) Everybody \_<sup>39</sup>\_ that everybody has a  
\_<sup>40</sup>\_.
23. (out, put) Do you like the light \_<sup>41</sup>\_ better than  
the dark \_<sup>42</sup>\_?
24. (over, over) When shall we \_<sup>43</sup>\_ again?
25. (under, under) In that church school a quiet \_<sup>44</sup>\_ was  
teaching a class.

21. (of, off) Have you any money? I have 45.  
The boys pushed the light canoe 46  
the beach.  
Every one 47 the signs said, "Keep  
48 the grass."
22. (one, won) 49 and 50 are two.  
Which 51 of the boys 52 the race?
23. (pair, pear) I have a 53 for my lunch.  
I have a new 54 of rubbers.
24. (peace, piece) Do you want a 55 of paper?  
They quarreled over a 56 of cake; then  
they divided it; now there is 57 be-  
tween them. First war, then 58.
25. (read, red) What book have you 59 lately?  
Three cheers for the 60, white, and blue!
26. (right, write) Is it 61 to 62 dinner with two n's?
27. (road, rode) Do you know who 63 along that 64?
28. (root, route) On what mail 65 do you live?  
He pulled up the plant and the 66.  
The canoe had a small 67.  
A 68 of children's clothes was advertised.
29. (sail, sale) What kind of seed will you 69 in that  
garden?
30. (sew, sow) Here are needle and thread with which  
you can 70.
31. (son, sun) The woman's 71 sat on the grass in  
the bright 72.
32. (stair, stare) She fell down the 73. You need not 74;  
you may fall down a 75 sometime.
33. (than, then) It was colder 76 77 it is now. The  
wind blew harder 78.
34. (their, there) 79 dog is in that kennel over 80,  
near 81 garage.
35. (to, too, two) 82 pieces of pie are 83 many for one  
boy 84 eat at one meal.
36. (waist, waste) Without a moment's 85 of time, the  
trapper put his arms about the Indian's  
86 and hurled him to the ground.

37. (wait, weight)     \_<sup>87</sup>\_ a minute while I step on these  
scales and get my exact \_<sup>88</sup>\_.
38. (way, weigh)     Is this the right \_<sup>89</sup>\_ to the post office?  
I like to see the grocer \_<sup>90</sup>\_ things.
39. (weak, week)     Last \_<sup>91</sup>\_ I felt sick and \_<sup>92</sup>\_, but  
this \_<sup>93</sup>\_ I do not feel \_<sup>94</sup>\_ at all.  
I feel strong, not \_<sup>95</sup>\_.
40. (wear, where)     \_<sup>96</sup>\_ can I \_<sup>97</sup>\_ a funny hat like this?
41. (air, heir)     The \_<sup>98</sup>\_ was cool.  
The boy was the \_<sup>99</sup>\_ to a large for-  
tune. He is my son and \_<sup>100</sup>\_.
42. (fair, fare)     It is only right and \_<sup>101</sup>\_ that you  
should pay your \_<sup>102</sup>\_.
43. (pail, pale)     There was a \_<sup>103</sup>\_ liquid in the tin  
\_<sup>104</sup>\_. The girl's face was \_<sup>105</sup>\_.
44. (pain, pane)     A \_<sup>106</sup>\_ of glass in the front window  
had been broken.  
I felt a little \_<sup>107</sup>\_ in my arm. After a  
while the \_<sup>108</sup>\_ stopped.
45. (rain, reign)     Down poured the \_<sup>109</sup>\_ all that night.  
It happened when George the Third  
was king; it was in his \_<sup>110</sup>\_.
46. (quiet, quite)     Which do you like better, \_<sup>111</sup>\_ or snow?  
I do not like noise. I feel \_<sup>112</sup>\_ well  
when everything is \_<sup>113</sup>\_.
47. (accept, except)     Notice how \_<sup>114</sup>\_ these boys and girls are.  
I \_<sup>115</sup>\_ your kind invitation.  
John got high marks in everything \_<sup>116</sup>\_  
spelling.  
I should like to \_<sup>117</sup>\_ all the invita-  
tions \_<sup>118</sup>\_ this one.
48. (weather, whether)     I cannot tell \_<sup>119</sup>\_ the \_<sup>120</sup>\_ will be  
pleasant or not.  
I do not care \_<sup>121</sup>\_ the \_<sup>122</sup>\_ will be  
wet or dry.
49. (profit, prophet)     He was a weather \_<sup>123</sup>\_.  
The business did not pay him a large  
\_<sup>124</sup>\_.

50. (principal, principle) The \_<sup>125</sup>\_ of the school came into our room.

Do you understand the \_<sup>126</sup>\_ of this machine?

My \_<sup>127</sup>\_ reason for staying home was that I did not feel well.

#### IV. Making Jingles

A little practice in making rimes is good fun, as well as being useful in various ways. For example, it helps you to notice more carefully how certain words are pronounced. If the words are spelled in unusual ways, calling especial attention to the sounds often helps at the same time to fix the spelling in your mind.

**Exercise.** How many riming words can you give for each of the following? For *ride* you could give *bride*, *guide*, *hide*, and others.

ride	dine	door	shade
told	lace	toy	name
date	chum	chin	guess
rust	bone	row	year
know	nose	bean	smile

It is fun to write jingles and read them to the class. Notice the following:

Over prairies wild and wide  
On my Indian horse I *ride*.

Swiftly all day long I *ride*,  
Following my Indian guide.

**Exercise.** 1. Write a jingle for the word *told*, and read it to the class. Can you write another?

2. In the same way write jingles for some or all of the other words in the list above.



## V. Pronouncing Correctly

As you read this list rapidly but distinctly, how many of the words can you pronounce correctly?

- |                |                |                  |
|----------------|----------------|------------------|
| 1. accept      | 34. debt       | 67. handkerchief |
| 2. across      | 35. debtor     | 68. harnessing   |
| 3. address     | 36. diamond    | 69. height       |
| 4. again       | 37. did you    | 70. history      |
| 5. anything    | 38. difference | 71. horse        |
| 6. apron       | 39. different  | 72. hundred      |
| 7. arctic      | 40. don't you  | 73. inquiry      |
| 8. are         | 41. drawing    | 74. interesting  |
| 9. arithmetic  | 42. drowned    | 75. introduce    |
| 10. asked      | 43. eleven     | 76. iron         |
| 11. ate        | 44. engine     | 77. Italian      |
| 12. athletics  | 45. escape     | 78. I wish       |
| 13. attached   | 46. every      | 79. jeweler      |
| 14. attacked   | 47. everything | 80. jewelry      |
| 15. automobile | 48. farther    | 81. just         |
| 16. average    | 49. father     | 82. kept         |
| 17. because    | 50. faucet     | 83. kettle       |
| 18. bouquet    | 51. February   | 84. laughing     |
| 19. breakfast  | 52. figure     | 85. learned      |
| 20. broom      | 53. figuring   | 86. length       |
| 21. can        | 54. film       | 87. let me       |
| 22. catch      | 55. for        | 88. library      |
| 23. chestnut   | 56. forehead   | 89. lion         |
| 24. children   | 57. fooling    | 90. listen       |
| 25. chimney    | 58. from       | 91. machinery    |
| 26. chocolate  | 59. genuine    | 92. may have     |
| 27. column     | 60. geography  | 93. might have   |
| 28. coming     | 61. get        | 94. new          |
| 29. could have | 62. give me    | 95. nothing      |
| 30. coupon     | 63. glad to    | 96. often        |
| 31. course     | 64. going to   | 97. once         |
| 32. crying     | 65. government | 98. ought to     |
| 33. deaf       | 66. grocery    | 99. our          |

100. parade	128. saying	156. threw
101. partner	129. scolding	157. throw
102. perhaps	130. should have	158. today
103. pianist	131. singing	159. tomorrow
104. piano	132. smooth	160. touch
105. picture	133. soften	161. tremendous
106. plan to	134. something	162. Tuesday
107. pleased to	135. stomach	163. twice
108. poem	136. strength	164. umbrella
109. polishing	137. such	165. usually
110. pumpkin	138. suggest	166. vegetables
111. quantity	139. surprise	167. walking
112. quiet	140. talking	168. want to
113. radio	141. telling	169. watch
114. radish	142. thank you	170. were
115. reading	143. that	171. what
116. recess	144. theater	172. when
117. reciting	145. them	173. where
118. recognize	146. there	174. which
119. regular	147. these	175. while
120. repairing	148. they	176. why
121. rinse	149. thick	177. window
122. roof	150. thief	178. wish to
123. room	151. third	179. with
124. root	152. thirty	180. won't you
125. route	153. this	181. would have
126. running	154. those	182. yes
127. saw	155. three	183. yesterday

## VI. Abbreviations

Column I below gives a list of words or groups of words that are sometimes written as abbreviations; column II gives those abbreviations.

I	II	I	II
1. January	Jan.	4. April	Apr.
2. February	Feb.	5. August	Aug.
3. March	Mar.	6. September	Sept.

I	II	I	II
7. October	Oct.	34. quart	qt.
8. November	Nov.	35. gallon	gal.
9. December	Dec.	36. Railroad	R. R.
10. Sunday	Sun.	37. Railway	Ry.
11. Monday	Mon.	38. Junior	Jr.
12. Tuesday	Tues.	39. Senior	Sr.
13. Wednesday	Wed.	40. Governor	Gov.
14. Thursday	Thurs.	41. General	Gen.
15. Friday	Fri.	42. Colonel	Col.
16. Saturday	Sat.	43. Lieutenant	Lieut.
17. Street	St.	44. Honorable	Hon.
18. Avenue	Ave.	45. Secretary	Sec.
19. Boulevard	Blvd.	46. Treasurer	Treas.
20. Number	No.	47. Before noon	A. M.
21. County	Co.	48. Afternoon	P. M.
22. Company	Co.	49. Doctor of Medicine	M. D.
23. New York	N. Y.	50. Doctor of Divinity	D. D.
24. Illinois	Ill.	51. Professor	Prof.
25. California	Calif.	52. Postscript	P. S.
26. Captain	Capt.	53. North	N.
27. Reverend	Rev.	54. Northeast	N. E.
28. Doctor	Dr.	55. East	E.
29. inch	in.	56. South	S.
30. foot	ft.	57. Southwest	S. W.
31. feet	ft.	58. West	W.
32. yard	yd.	59. Rural Free Delivery	R. F. D.
33. pint	pt.	60. Superintendent	Supt.

**Exercise.** Can you cover Column II with a piece of paper and then spell aloud or write the abbreviation of each word in Column I? Do not forget to mention the period after each abbreviation, for the period is part of it.

### VII. Contractions

Shortened words like *don't*, *isn't*, and *I'll* are called contractions.

**Speaking.** Below is a list of contractions. What does each contraction stand for? What omitted letter or letters does each apostrophe stand for?

- |            |               |           |             |             |
|------------|---------------|-----------|-------------|-------------|
| 1. doesn't | 6. wasn't     | 11. I'm   | 16. I'll    | 21. you're  |
| 2. isn't   | 7. weren't    | 12. he's  | 17. you'll  | 22. we're   |
| 3. aren't  | 8. don't      | 13. she's | 18. we'll   | 23. we've   |
| 4. haven't | 9. wouldn't   | 14. I've  | 19. they'll | 24. can't   |
| 5. hasn't  | 10. shouldn't | 15. it's  | 20. they're | 25. sha'n't |

**Writing.** 1. Write a sentence containing the first contraction in the list above. Then rewrite the sentence, using the longer form of *doesn't*. Thus, you might write these two sentences:

Jane doesn't sing enough.  
Jane does not sing enough.

2. Write two sentences for the second contraction; for the third; and so on, as the teacher directs.

## VIII. Summary of Rules for the Use of Capital Letters and Punctuation Marks

### CAPITAL LETTERS

A capital letter should be used

1. To begin every sentence. Thus:

When shall we three meet again?  
The pen is mightier than the sword.

2. To begin every important word in a person's name.  
Thus:

George Washington      Robert E. Lee      Ludwig van Beethoven

3. For every initial. Thus:

Thomas A. Edison      W. E. Gladstone      Alfred E. Smith

## 4. To begin titles and the abbreviations of titles. Thus :

Mrs. Edith Wharton	Dr. Asa Gray	Cardinal Mundelein
Father Damien	Admiral Dewey	Sir William F. Barrett

## 5. To begin the names of the days of the week and their abbreviations, every important word in the name of a holiday, and the names of the months and their abbreviations. Thus :

Tuesday	Tues.	Wednesday	Wed.
New Year's Day		Memorial Day	
Washington's Birthday		Labor Day	
Fourth of July		Christmas	
February	Feb.	October	Oct.

## 6. To begin every important word in the name of a political party, of a religious body, of a newspaper or magazine, of a department of government. Thus :

Republican Party	Methodist Church
Democratic Party	Roman Catholic Church
Labor Party	Ethical Culture Society
<i>Youth's Companion</i>	Department of Justice
<i>Springfield Republican</i>	House of Representatives

## 7. To begin the first word and all other important words in the title of a book, poem, story, report. Thus :

The Charge of the Light Brigade	The Vision of Sir Launfal
The Young Mechanic's Handy Book	How I Killed a Rattlesnake

8. For the words *I* and *O*. Thus :

O George, I see you there!

9. To begin the first word of a quotation. Thus :

Patrick Henry said, "Give me liberty, or give me death!"  
The new boy said, "Is this Plumfield?"

10. To begin the first word and the principal word in the greeting of a letter. Thus :

My dear Sir :	My dear Mr. Brown :
My dear Friend :	Dear Doctor :

11. To begin the ending of a letter. Thus :

Very truly yours,	Yours sincerely,
-------------------	------------------

12. To begin every line of poetry. Thus :

Still sits the schoolhouse by the road,  
A ragged beggar sleeping.

### PUNCTUATION MARKS

The period (.) should be used

13. At the end of a sentence that tells something. Thus :

That is my book.

14. After an abbreviation. Thus :

Calif. Ill. Mr. Mrs. Feb. Aug. Dr.

15. After an initial. Thus :

C. F. Smith      W. W. Brown      Julia O. Benton

The question mark (?) should be used

16. At the end of a sentence that asks a question. Thus :

Is London or New York the largest city in the world?



The exclamation mark (!) should be used

17. After a word or sound (an interjection) or group of words that expresses surprise, sudden joy or grief, or other strong feeling. Thus :

Look! There's our train pulling out now!  
Hurrah! We're winning!  
Oh! What a surprise!

The comma (,) should be used

18. To separate from the rest of the sentence the name of the person addressed. Thus :

Well, Fred, what do you think of this?

19. To separate *yes* and *no* in answers from the statements which follow them. Thus :

Yes, I agree with you.      No, you are wrong there.

20. To separate words or groups of words in series. Thus :

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.  
I bought sugar, butter, bread, coffee, and canned milk.

21. To separate a sentence into parts so that its meaning may be clear to the reader. Thus :

When the lion had eaten, his attendant entered the cage.  
When I shot, George jumped.

22. In a date to separate the day of the month from the year. Thus :

March 25, 1873      January 6, 1873      December 27, 1909

23. In the heading of a letter to separate the name of the city from the name of the state or country. Thus :

Spokane, Washington  
London, England

Portland, Oregon  
Naples, Italy

24. The comma is generally used to separate a quotation from the rest of the sentence. Thus :

He said, "Come to the garden with me."  
"Come to the garden with me," he said.  
"Come," he said, "to the garden with me."

25. The comma is generally used in the ending of a letter after *Yours truly*, *Sincerely yours*, *Your old friend*, and similar words. Thus :

Very truly yours,	Sincerely yours,	Your old chum,
Frank Green	Martin Sinclair	Harold

The colon (:) should be used

26. After the greeting in letters. Thus :

My dear Dr. Brown :    Dear Emma :    Dear Madam :

Quotation marks (" ") should be used

27. To enclose a quotation. Thus :

"Here I am," he said.

28. To enclose each part of a divided quotation. Thus :

"What is it," she asked, "that you are looking for in the pantry?"  
"I am more than willing," he replied, "to do all I can to help him."

The hyphen (-) should be used

29. After a syllable at the end of a line when the remaining syllables of the word begin the next line.

Thus :

Notice the hyphen conspicuously placed in this sentence.

The apostrophe (') should be used

30. To show where in contractions a letter or letters have been omitted. Thus :

don't doesn't wasn't I'll who's it's you're

31. To show or help to show possession. Thus :

John's book France's loss Travelers' checks

The underline should be used

32. To underline the title of a book, magazine, or newspaper or the name of a ship when it is enclosed in a sentence. Thus :

Do you read St. Nicholas?

Have you seen the February number of the Youth's Companion?

Our friends arrived in New York on the Berengaria.

## IX. Paragraphs and Outlines

**Class Conversation.** 1. If you were asked to give a short talk on this subject, "The Policeman and the Fireman," your talk would probably have how many paragraphs? What would the first paragraph tell about? What would be the subject or main idea of the second paragraph?

2. In the same way think of each of the following topics for a talk, and tell how many paragraphs you would probably have. What would be the main idea of each paragraph?

1. Summer Fun and Winter Fun
2. Dogs and Cats as Pets
3. All Fools' Day and Halloween
4. Living in the Country or Living in the City — Which Do I Prefer?
5. School Days and Vacation Days
6. Some of My Favorite Games
7. The Seasons
8. Why I Like to Read Magazines Better than Books.
9. Which Is Better—to Go to Junior High School or to Go to Work to Earn Money?

**Writing.** The fifth topic above would naturally make two paragraphs of a short talk. The first paragraph would tell about school days; the second, about vacation days. The following outline shows this:

#### SCHOOL DAYS AND VACATION DAYS

- I. Going to school
  - A. What I like about school
  - B. What I don't like
- II. Why I prefer vacation to school
  - A.
  - B.

Notice that the outline above is not complete. Only what is to go into the first of the two paragraphs is named. As you copy the outline, write opposite *A* and *B* under II what you think might properly go there.

Now make an outline for one of the other topics in the list given above.

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